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## ABSTRACT

The implementation guide is for the Learning Experiences in Technology Project (Project LET), in which teachers utilize the tools, materials, and processes of technology in relating traditional studies in a more concrete manner to the development of career awareness in grades K-6. Learning by doing is the theme of the project which seeks to improve student attitudes toward school and its activities, increase their knowledge about total life careers, and improve their basic academic skills. The contents of the guide are arranged in eight sections. These include: (1) a detailed overview of the project (components, theories for career development and for career education delivery systems, project description, objectives, and definitions), (2) the conceptual structure, (3) project methodology (the Integrated Teaching Unit), (4) sample Integrated Teaching Units (each containing a general overview, teaching/learning resources, concepts, behavioral objectives, methods of implementation, resource people and materials, and student activities), (5) procedures for parent/community involvement, (6) a description of inservice education, (7) evaluation methods, and (8) selected teacher references. Appended are sample project forms and letters. (Author/MS)

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# CAREER AWARENESS

'Grades K-6'

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## GUIDE FOR IMPLEMENTATION

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

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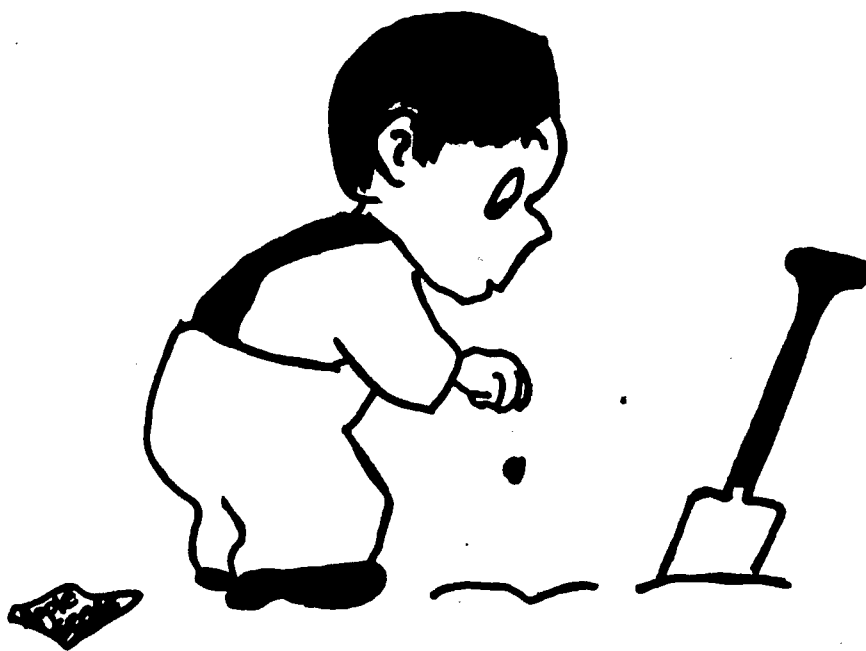
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# OVERVIEW



## THE ESSENTIAL COMPONENTS

Career Education is sweeping the country like few movements of educational reform have ever done in the past. The concept is met with seemingly instant acclaim by parents, students, community leaders, and most teachers and administrators. It is hailed as the answer to such educational ills as the drop-out problem, absenteeism, academic under-achievement and failure, and student discontent.

But what is career education? Career education has been defined by many people in many different ways. Two definitions which are perhaps best known and commonly accepted are those by Hoyt and Evans.<sup>1</sup>

To Hoyt, career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

To Evans, career education is the total effort to the community to a personally satisfying succession of opportunities for services through work, paid or unpaid, extending throughout life.

Both these definitions emphasize the ethics of work and the involvement of the community. Hoyt's definition emphasizes the education, while Evans' emphasizes the career.

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<sup>1</sup>Kenneth B. Hoyt, et al. Career Education: What It Is and How To Do It (Salt Lake City, Utah: Olumpus Publishing Company, 1972). p. 1.

Swanson<sup>2</sup> has identified five approaches by which career education can be described or defined: a) as a "philosophical commitment," b) by describing a set of "essential components," c) as "the utilization of an educational delivery system," d) by describing the "focuses on educational levels," and 3) by describing the "outcomes." None of the approaches is complete or adequate and all are mutually reinforcing. Three of the approaches -- "essential components," "the utilization of an education delivery system," and the "focuses on education levels" -- will be utilized in this presentation. The "philosophical commitment" and "outcomes" of career education are sufficiently intermeshed and inferred in the other three approaches to warrant their exclusion.

The following components are generally accepted, in varying degrees, as being essential to the career education concepts:

1) Career Education is for all students. Most will agree that career education is not just another subject to be added to an already crowded curriculum nor is it a track for the student who will terminate his education on or before graduation from high school. Commissioner Marland<sup>3</sup>, responding to the question "Is there any one particular group that you see as a target for career education . . . ?", said:

When I talk about career education I am not thinking of rich or poor or blacks or whites or browns or the smart or the dull or those of differing national origins or regions. I am thinking

-----

<sup>2</sup>Gordon I. Swanson, "Career Education," in Career Education: Perspective and Promise by Keith Goldhammer and Robert E. Taylor (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972) pp. 109-111.

<sup>3</sup>Sidney P. Marland, Jr., "Marland on Career Education," American Education (November 1971). pp. 25 - 28.

about human beings who find that the current offerings of our schools are not meeting their needs. Now, this deficiency does not affect certain groups in our population as harshly as it affects others--ghetto youngsters, for example, or migrant children. Obviously, such youngsters stand to benefit especially. But this hardly excludes the banker's son who has an above average I.Q. and comes from a home that takes academic and social success for granted. That background does not automatically provide him with the ability to choose a satisfying career for himself.....

2) Career education permeates all instruction. To be successful and to achieve the goals established for the movement, career education must permeate all subject matter at all grade levels. "Career implications are inherent in every learning experience from pre-school to graduate school and beyond."

3) The community becomes the classroom. Career education provides meaning to the learning of basic subject matter skills and understandings by relating them to the world outside the classroom. Through field trips, resource persons, advisory groups, work observation, work-study and work experience for students, teachers and counselors; school will take on a new meaning for all youth. It is inconceivable to believe that teachers and guidance counselors can provide the vast amount of career information needed by youth without utilizing the community and its resources. It is even more inconceivable when it is considered that few teachers or counselors have had anything but limited work experience outside academia.

4) Career education does not conflict with the other legitimate goals of education. Goldhammer<sup>4</sup> explains this component in his description of the educational purposes of his careers curriculum:  
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<sup>4</sup> Keith Goldhammer, "A Careers Curriculum," in Career Education: Perspective and Promise by Keith Goldhammer and Robert E. Taylor (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972) p. 129.

The scope of the careers curriculum is the various "life careers" in which individuals engage as members of society.....There are at least five such careers which should constitute the framework within which all content of the curriculum is organized. These careers are:

1. A producer of goods or a renderer of services.
2. A member of a family group.
3. A participant in social and political life.
4. A participant in avocation pursuits.
5. A participant in the regulatory functions involved in aesthetic, moral, and religious concerns.

The school must provide the students with the skills and knowledge needed to perform all of these life roles successfully.

5) One hundred percent placement as a goal. Fulfillment of one's life role being the most demanding feature of career development, the schools are held accountable for the student's preparation for job-entry, progression or retraining.

But educators are hesitant to be held accountable for something that seems to be as much an affective interest of the economic system as it is of the educational system.

Moreover, a controversial question concerning actual placement in a life role exists involving the school's responsibility and that of other agencies which are qualified, capable and willing to perform this function. The answer to this question could very well influence the avenues that career education programs will take.

## RATIONALE FOR CAREER AWARENESS

One of the greatest challenges of modern education is to provide the kind of education that will help children cope with the social, economic and political aspects of modern technology. The need to provide meaningful educational experiences for all students is becoming more obvious as the complexity of work within life increases. The world of work is a complex world. It is imperative that our schools introduce children to the world of work starting at the earliest possible age. The reasons for providing elementary school children with career information are many: Children need to develop a respect for all kinds of work as well as the people who do each kind of work; technology is changing rapidly; youngsters start as early as age eight to reject certain occupations; and children need to be exposed to a wide variety of career concepts upon which he can later make realistic and meaningful life decisions.

Integrating career information into the elementary curriculum reinforces, motivates and expands the learning process of coping with social, economic and political aspects of our modern society. However, career development is neither the sole aim nor a separate part of education, but it is one of the goals of elementary education. The "LET" project is not introducing a new curriculum, but a method of teaching which incorporates concepts of self and career awareness.

## THEORIES FOR CAREER DEVELOPMENT

Studies have shown that ten years of career awareness and exploration may be needed by an individual to make a sound occupational choice. According to further studies, children between the ages of 5 - 10 identify with parental occupations realistically and fantasize about their own future careers. Children between the ages of 10 - 15 acquire basic concepts of knowledge, develop work habits, and begin to realize the problems of occupational choice. The years and ages specified by these studies correspond to elementary and junior high grade levels.

According to recent studies, occupational choice on the part of an individual begins with the awareness that an occupation meets some of his personal needs. Proper occupational choice on the part of the individual is made with the determination as to which occupation meets his needs best. Not only needs or interests, but early experiences, too, influence readiness for career exploration. Project "LET" provides experiences and attempts to meet the needs and interests of each pupil.

## THEORIES FOR DELIVERY SYSTEMS OF CAREER EDUCATION

Learning is not the process of filling a child's head with facts while restricting and reducing his activity. On the contrary, the moment of learning is active, intense, and often joyful. Building on this, the following assumptions form a philosophical base for the career development program:

- Children learn best when their anxiety levels are low. If an individual is involved in and having fun with an activity, learning is taking place. Children learn from other children as well as from adults.



- Active exploration in a rich environment offering a wide array of manipulative materials will facilitate children's learning.
- Intellectual growth and development takes place through a sequence of concrete experiences followed by abstractions.
- Children are innately curious and display exploratory behavior quite independent of adult intervention.
- Children are motivated to learn if they are involved in the planning of their educational program.

A sequence of learning is needed since all children do not begin or finish at the same point. Sequences should reinforce each other for continuity. A spiral approach of career awareness through grade levels fulfills this need. The spiraling effect will incorporate the K-2, 3-4 and 5-6 grade levels.

## DESCRIPTION OF PROJECT "LET"

The Learning Experiences in Technology Project is designed as an innovative model elementary school program. Teachers utilize the tools, materials, and processes of technology in relating traditional studies in a more concrete manner to development of career awareness.

The concept, Project LET, Learning Experiences in Technology, has been developed by the School District of the City of Royal Oak, in cooperation with the Michigan Department of Education, Oakland Intermediate School District, and Eastern Michigan University.

The Learning Experiences in Technology Project is designed as an innovative model career education program. "Technology" as used in this project is defined as the knowledge of practice, or knowledge of the way of doing things and the changes it causes within man's society.

The project began during the 1971-72 school year with twenty selected elementary teachers representing grades one through six in seven schools. During the 1973-74 school year, the elementary component of the project has increased to 105 teachers representing kindergarten through sixth grade in 15 schools. In addition, the project has extended into the junior high school and involves an interdisciplinary team of 33 junior high teachers from four schools. Planning is also scheduled for the secondary level, grades nine through twelve during the 1973-74 school year.

The project is not intended to be an additional subject, but, rather, a method of implementing all instruction in the elementary school curriculum. The project enables teachers to provide an active learning environment for

children. "Learn by doing" is the theme of Project LET. Teaching by telling is minimized. The teacher is therefore, a facilitator of learning, diagnostician, and prescriber.

Inservice sessions throughout the school year enabled teachers to develop integrated teacher units, exchange ideas, and further develop the content of the career awareness project.

## LEARNING EXPERIENCES IN TECHNOLOGY

### PROJECT GOALS

1. The project personnel (directors, teachers, and consultants) will develop, field test, and evaluate a career education model which could be utilized by all teachers and students within the State of Michigan.
2. The project model will be used to teach knowledges, attitudes, and skills, using a methodology which will evolve from and be integrated with the existing school curriculum.
3. The project will include the involvement of the total community: parents/people resources, occupational role models, and physical resources.
4. The project will expose students to the identified concepts of career education.
5. The project will involve the total school staff in the development and implementation of the program.
6. The project will help students to understand and deal with the social, political, economic, and educational aspects of modern technology.

## LEARNING EXPERIENCES IN TECHNOLOGY

### PROJECT OBJECTIVES

"Technology" as used in this project is defined as the knowledge of the ways of doing things on the knowledge of practice.

- I. Objective: As a result of participating in Project "LET", each child will develop a positive self-concept through experiencing and/or relating various life situations of occupational, recreational, consumer, and socio-cultural significance.

Possible Evaluative Criterion:

1. Each child will describe by concept identification the occupations of three family members; describe occupations within the school and community.
2. Each child will describe the structure of selected major industries and how they benefit him as a member of society.

- II. Objective: As a result of participating in Project "LET", each child will gain a better understanding of his or her relationship to others through an activity-centered approach to learning.

Possible Evaluative Criterion:

1. Pre- and post-test Oakland County "School Attitude Survey."

- III. Objective: As a result of participating in Project "LET", each child will develop a positive attitude toward the world of work as an element of society (interdependence of workers, work has dignity, purpose and rewards; value of human relations).

Possible Evaluative Criterion:

1. Pre- and post-test Occupational Attitude Survey (oral and written).

- IV. Objective: As a result of participating in Project "LET", each child will identify a specific number, by grade level, of occupations practiced by man.

Possible Evaluative Criterion:

1. Have each child list several occupations and industries which people perform for economic reward and/or pride.

- V. Objective: As a result of participating in Project "LET", each child will identify the interdependence between and within occupational families.

Possible Evaluative Criterion:

1. Each child will describe Health, Communication and Transportation, or Biological and Extractive occupational families.
2. Given a proportionate number of occupations from a prescribed number of occupational families, the student will classify interdependent occupations into groups.

- VI. Objective: Within Project "LET", the children will become involved in the planning of an integrated teaching unit.

Possible Evaluative Criterion:

1. Identification of the number of ideas gathered from students via "brainstorming" sessions, and implemented into integrated teaching units.

- VII. Objective: As a result of participating in Project "LET", the parents and community will become involved in the classroom implementation of technologically based activities.

Possible Evaluative Criterion:

1. Of Parents:
  - a) classroom donation of time and materials
  - b) field trip assistance
  - c) attendance of informational meetings
  - d) response to opinionaires
2. Of Community:
  - a) compilation of resource personnel and supplies
  - b) identification of sites for field trips
  - c) service group and professional association interest and assistance

VIII. Objective: As a result of participating in Project "LET", an integrated activity based program, the children's cognitive achievement level will be significantly greater than that in an equally matched control group not an integrated activity based program.

Possible Evaluative Criterion:

1. Fourth and sixth grade pre-test, post-test of an experimental control group design. (C.T.B.S. instrumentation.)
2. Have each child show similar characteristics of each occupation and industry by comparing similarities from a check list.

IX. Objective: As a result of participating in Project "LET", the children will develop a positive attitude toward school.

Possible Evaluative Criterion:

1. A comparison of previous years' attendance in conventional classroom with current attendance record in "LET" program classroom.

## DEFINITIONS USED BY PROJECT "LET"

### AND THE ROYAL OAK TASK FORCE ON CAREER DEVELOPMENT

Career Education - Career education is a preparation for life which maximizes the future career options of youth and adults.

This preparation will include an interdisciplinary educational program from kindergarten to adult for the purpose of developing self-awareness, career awareness, career exploration, self-assessment, career decision making, career planning, career preparation, and placement.

. self-awareness - the way in which one perceives himself in relation to individual characteristics and to his environment.

. career awareness - an awareness of varying life styles (careers) in a changing society.

. career exploration - a systematic approach to establishing individual and group experiences within the school and community for the purpose of exploring life styles (careers). This includes an understanding of the physical, intellectual, and emotional requirements of careers.

. self-assessment - an experienced centered process to determine an awareness of self-relationship to life styles.

. career decision making - an ongoing process of identifying alternatives and selecting from these alternatives that choice which best meets the individual's self-perceived need.

. career planning - the process which utilizes the components of career education in the development of an individual's career goals selected through decision making.

. career preparation - an essential educational program which develops knowledges, skills, and attitudes necessary to achieve an individual's specific career goals.

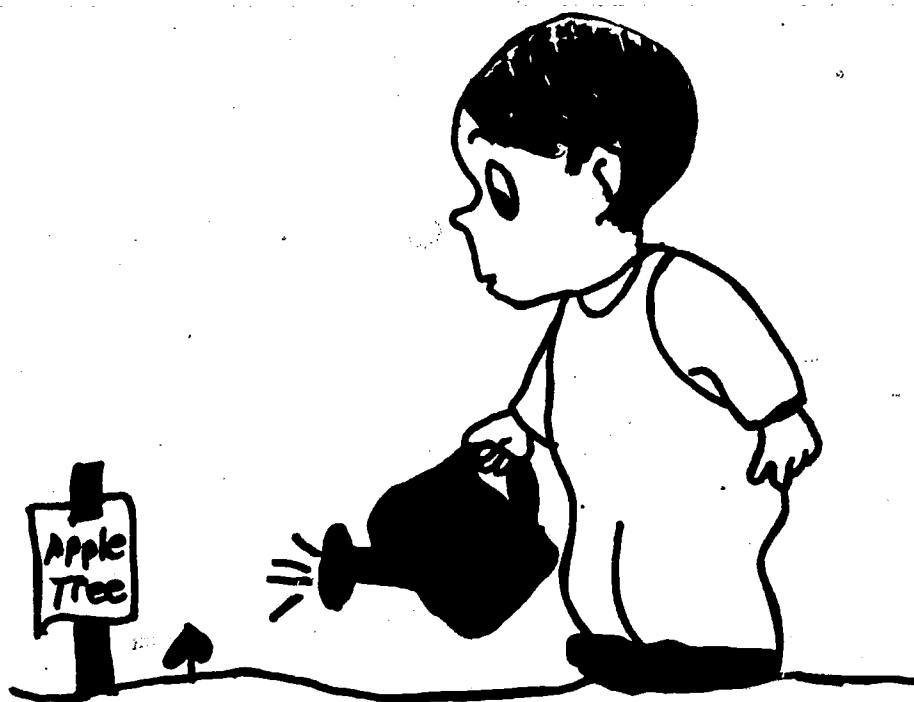
. placement - an ongoing program of services provided all exiting students to assist them in implementing their career goals.

Technology

- The knowledge of practice; the knowledge of the way man does things.



# THE CONCEPTUAL STRUCTURE OF PROJECT LET



The conceptual structure of the Learning Experiences in Technology project has been developed by classroom teachers' involved in the project. This structure provides the teacher and learner with an intellectual index, or "cognitive map", in which career and self-awareness, and their relationship to life, are made clear and logical.

A "concept", as defined for use by this project, is an idea or thought that forms a mental image in one's mind as well as in the minds of others. The idea can be communicated by a word, phrase, illustration, sound, touch, smell, or gesture. These concepts are organized into a context that tells a total story of career awareness. In structuring the concepts of career awareness the following principles of curriculum development were observed:

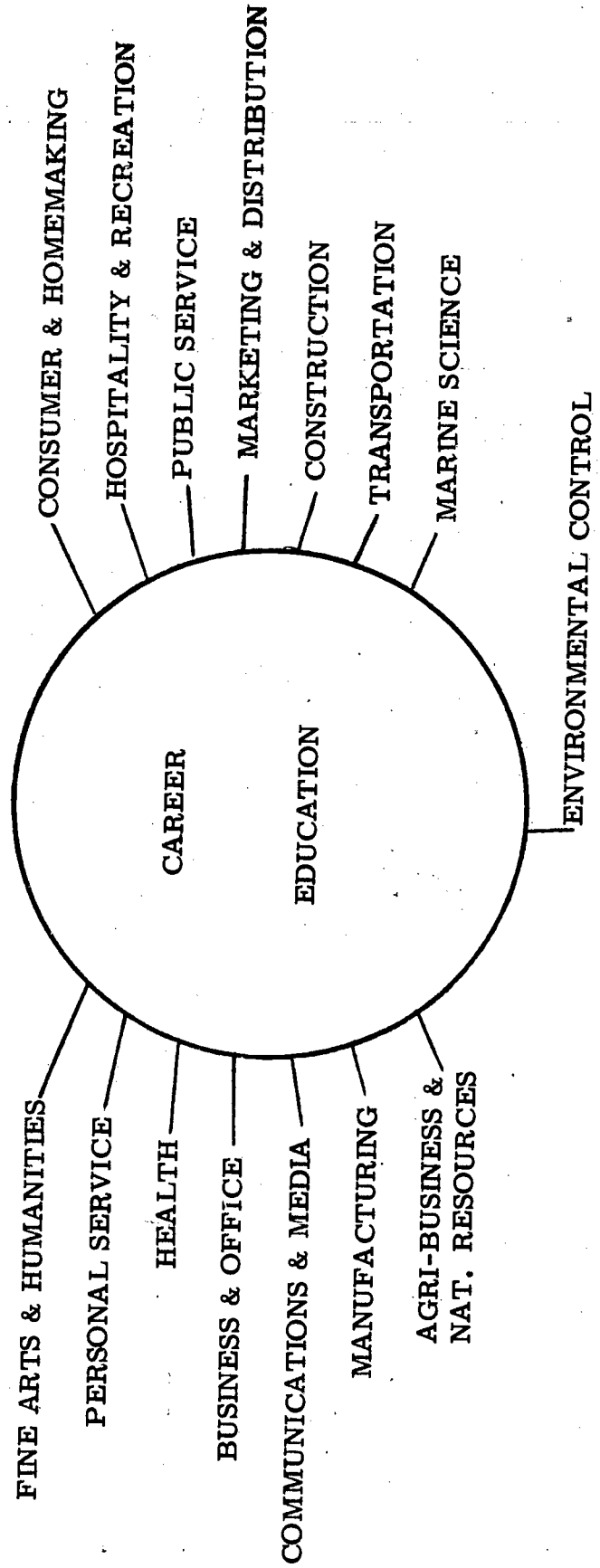
1. All concepts identified must apply to the totality of the careers of man (totally inclusive).
2. The subconcepts must totally describe the major concept (sum of all parts must equal the whole).
3. The concepts must be introduced at various educational levels according to the ability levels of students.
4. The concepts must be revisited throughout the grades (spiral approach).
5. The concepts must be exclusive of each other with a minimum of overlap.

An initial step in identifying the concepts of career education was to identify the limits to the concept of careers. For the purpose of feasibility and curriculum consistency, a career can be defined as "a personal state of life which can be identified and sometimes denotes an economic reward." Utilizing the 15 occupational clusters developed by the United States Office of Education (see figure I) a selection of concepts was made common to all

FIGURE I

PARAMETERS OF CAREER AWARENESS

FOR PROJECT "LET" (K-6)



careers. These concepts met the five principles of curriculum development previously discussed. Each major concept was also described with smaller concepts (subconcepts) for greater clarification.

Since the existing curriculum within the Royal Oak School District was spiral in structure, the concepts of career education are introduced within the primary (K-2), intermediate (3-4), and upper (5-6) grade level groupings. Though additional extending concepts are introduced in the intermediate and upper grade level groupings, earlier essential concepts are revisited and expanded upon within a greater scope of the environment being studied. The concepts introduced at the various grade levels can be presented using a variety of media. The vehicle selected, the Integrated Teaching Unit, is developed to teach these and other educational concepts prescribed by the teacher and will be discussed in Unit III.

After concepts had been identified, minimal behavioral objectives were written to serve as "guides" for implementing the concepts. These objectives serve as aids to the classroom teacher to suggest the scope and significance of each concept for their particular grade level.

## Concept Structure of Career Awareness

The following is the K-6 concept structure of career education which is spiral and additive in nature.

### LEARNING EXPERIENCES IN TECHNOLOGY

#### Essential Objectives - (Grades K-6)

OBJECTIVES: As a result of teaching units each child will be able to:

Scope of Environment:		K-2		3-4		5-6	
CONCEPTS		Home, School & Community		City & State		National & International	
1. <u>REASONS PEOPLE WORK</u>	A. Economic	Identify five needs for money in the home.		Identify essential public services provided by the community by tax dollars.  Identify essential public services provided for the state by tax dollars.		Identify essential public services provided for the nation by tax dollars.  Discuss the ways in which the tax dollar is allocated.	
	B. Social and Psychological	Identify the work role of each member of the household.  Draw a picture of the members of your household working.  Illustrate or list likes or dislikes of an individual's own job at home and school.		Identify rewards (other than economic) gained from jobs.  Identify the social and psychological needs of the individual which may be satisfied through his job.		Given a list of jobs the individual will justify his preference for a specific choice.	

**C. Humanitarian**

Identify volunteer jobs in the home and school environment.

List volunteer jobs that are service oriented.

Justify a volunteer service as a humanitarian act.

Given a list of jobs, discuss reasons how each job helps someone or something.

List local, state and humanitarian agencies.

List two conditions that enable people to engage in a humanitarian career.

List two international humanitarian agencies.

**2. DIGNITY OF WORK**

Recognize and discuss the importance of all work as observed by the child in his home, school and community.

Recognize and discuss the importance of jobs performed with the city and state as observed by the child.

Recognize and discuss the importance of all national and international jobs as observed by the child.

**3. FUNCTIONS OF WORK**

Make a product (custom, quantity production)  
Providing Services

Identify people who make a product in the home or community.

List or identify careers that produce at the city-state levels.

Contrast custom production and quantity production.

Identify people who provide a service in the home or community.

List or identify careers that provide services at the city and state levels.

Classify services rendered according to training and educational requirements.

Identify two different methods of production.

K-2

3-4

5-6

4. <u>LOCATIONS OF WORK</u>  A. Geographical	Identify people at work in their community.  Draw a picture of a person at work in the child's community.	Plot a bar graph on the types of careers present in the community.	Generalize from data collected what type of community the child lives in.
B. Environmental	Identify buildings used for business in a given neighborhood.  Identify or draw pictures of places where people do their jobs.	Classify businesses and industrial establishments according to their differences in physical environment.	Recognize and cite evidence for the geographical and environmental differences of various businesses and industries within the nation.
5. <u>TOOLS</u>  Clothes, Apparatus, Equipment	Identify clothes, apparatus and equipment for a given list of careers.	Suggest reasons for the use of specific clothes, apparatus and equipment for a given list of careers.  Differentiate between the clothes, apparatus and equipment needed for a specific producing job and a specific servicing job.	Investigate procurement procedures for tools necessary for a specific career.  Investigate maintenance requirements for tools necessary for a specific career.  Propose and defend reasons for the proper use of tools in a given career, including their effects on the environment. (ecosphere)

6. CAREER INTER-DEPENDENCE

Sociological

K-2

3-4

5-6

Given a product, identify the people necessary to make this product.

Identifying a service, list the people necessary for the completion of this service.

Given a list of managing, producing and servicing characteristics, sequence the steps needed for completion of a given product.

Discuss a current situation related to the interruption of the production or servicing of a given point of origin to completion.

Brainstorm a given product from its points of origin to

Invent a product and devise an efficient method for producing, servicing and managing the product.



# LEARNING EXPERIENCES IN TECHNOLOGY

Extending Objectives - (Grades 3-6)

OBJECTIVES: As a result of teaching units most children will be able to:

CONCEPTS	Scope of Environment: City, State, National, International
<p>1. <u>MANAGING OF PEOPLE &amp; THINGS</u></p> <p>A. Planning</p> <p>Formulating Ideas</p> <p>Researching &amp; Evaluate</p> <p>Design</p>	<p>Generalize from collected data a plan for producing a product.</p> <p>Examine and justify ideas formulated for producing a product.</p> <p>Identify the variables of proposed plans for producing the product.</p> <p>Reformulate plans if necessary.</p> <p>Devise a plan for production of the product.</p>
<p>B. Organizing &amp; Implementing</p> <p>Structuring</p> <p>Supplying</p>	<p>Recognize and cite evidence for a specific job in the production process of a specific product.</p> <p>Assign job roles to pupils.</p> <p>Identify and justify materials needed for production of the product.</p> <p>Supply materials to job roles in the production process.</p>

## CONCEPTS (Grades 3-6)

Scope of Environment: City, State, National, International

## C. Controlling

## Monitoring

Examine and measure product being produced.

Analyze performance of personnel in the production process.

## Reporting

Synthesize from observations the efficiency of the production process.

## Correcting

Suggest possible methods of improving the production process.

2. PRODUCING

## A. Raw Materials

## Grown on Earth

Identify and classify materials used in the production process that were grown on earth.

## Taken from Earth

Identify and classify materials used in the production process that were taken from earth.

## B. Pre-processing

## Purchasing Materials

Investigate possible sources for procurement of materials needed in the production process.

Estimate the cost of materials needed in the production process.

## Receiving Materials

Identify the best method of receiving materials needed in the production process.

Estimate the time of arrival of materials needed in the production process.

Verify time and date of arrival of materials needed in the production process.

## CONCEPTS (Grades 3-6)

Scope of Environment: City, State, National, International

Reclaiming

Recognize and cite evidence for the practicality of reclaiming products to be reprocessed.

Storing/Preserving

Identify the best places and methods of storing and preserving materials to be used in the production process.

C. Forming, Separating, Combining

Differentiate between the forming, separating and combining processes of production.

D. Packaging & Labeling

Investigate best method(s) of packaging, appropriate to specific products.

Apply an appropriate label for product produced.

### 3. SERVICING

A. Products

Distributing

Examine and prepare the best methods of distributing the finished product.

Advertising

Brainstorm on the methods of advertising the finished product.

Selling

Apply the best method of advertising the finished product.

Estimate the cost of producing the product. Suggest a price so that a profit may be realized.

Installing  
Maintaining & Repairing  
Altering

Investigate methods of installing, maintaining, repairing and altering goods.

State the responsibility involved in installing, maintaining, repairing and altering goods.

B. People

Physical (e.g., maintaining, beautifying, transporting)

Social (e.g., recreational, governmental)

Psychological (e.g., mental health)

Investigate the careers involved with physical services rendered to people.

Investigate the careers involved with social services rendered to people.

Investigate the careers involved with psychological services rendered to people.

4. CONSUMING

A. Comparative Buying

Compare and contrast prices, warranties and service for an identical product at various retail stores.

B. Purchasing

Examine the various methods of purchasing goods.

C. Using

Generalize from data or discover through trial and error the proper method of using goods.

D. Disposing

Justify whether a particular good should be disposed of, recycled or kept.

CONCEPTS (Grades 5-6)

Scope of Environment: City, State, National, International

5. PERSONNEL

A. Hiring

Recruiting

Examine the methods of recruiting for career opportunities.

Identify one condition under which recruiting for career opportunities is practical and/or impractical.

Applying

State personal qualifications for a specific job role.

Prepare an application form for a career.

Complete an application form for a career.

Interviewing

Identify and enact both roles in an interviewing situation.

Selecting

Justify the assignment of a person to a specific job role.

B. Training

On the job

Off the job (e.g., educational background, previous experience)

Discover through practice the characteristics of a specific job role.

Given a list of careers, identify the type of training needed for each career (on the job, off the job, both).

C. Working Conditions

Economic Rewards (e.g., wages, fringe benefits)

Recognize the various types of economic reimbursement for jobs performed.

Investigate the variety of fringe benefits provided by employers in various careers.

Justify economic rewards for job performance.

## CONCEPTS (Grades 5-6)

## Scope of Environment: City, State, National, International

Physical Environment  
(e.g., noise, hazards,  
indoors, outdoors)

Discuss critically the effects of careers on the physical environment.  
Discuss critically the effects of the physical environment of careers.

## D. Mobility

Promoting,  
Demoting,  
Discharging,  
Unchanging Status

Formulate a hypothesis regarding promoting, demoting, discharging or unchanging status in a career.

Cite reasons for promoting, discharging, demoting or unchanging status in a career.

## E. Retiring

Counseling  
Length of Service  
Economic Benefits  
Leisure

Discuss critically the elements involved in any retirement program.

Justify the need for retirement programs.

List changing status of fixed retirement incomes and the practicality of the inclusion of inflationary clauses in retirement programs.

Investigate current retirement funds and how they are being administered.

# METHODOLOGY OF PROJECT LET



The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. An Integrated Teaching Unit is a planned unit based on present school district curriculum. The unit integrates all areas of study; i. e., science, math, reading, spelling, language, art, etc. in teaching about the world of work. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas; implemented, evaluated and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit includes the following components:

1. classroom study utilizing A. V. material, group discussion, library research, individualized study.
2. resource people
3. role playing
4. parent involvement
5. activities
6. field observations

Each of the components provide an opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit.



## CONSTRUCTIVE HINTS FOR IMPLEMENTING COMPONENTS OF THE INTEGRATED TEACHING UNIT

1. Be organized and flexible.
2. Thoroughly plan your activity.
3. To uncover any difficulties make a sample product whenever practical.
4. Have all your materials before you start.
5. Expect a lot of movement and noise - not chaotic but constructive.
6. To allow for more personal attention, the pupil and supervisory ratio can be reduced by the use of:
  - a. parents
  - b. high school students
  - c. college students
  - d. principals
  - e. custodians
  - f. students from other grades
  - g. other school personnel
7. Check your electrical system in your room and building (watch for blown fuses).
8. When planning field trips, personally confirm all arrangements and reservations the day before the trip.
9. To avoid accidents and injuries, introduce respect for and proper use of tools. Set up definite safety rules.
10. Involve students in planning of the units by utilizing the technique of "Brainstorming".
11. Brainstorming questions to be sent to a resource person before their appearance prepares students for the presentation and gives the role model direction in speaking to the class.
12. Discussion should follow each role model, field trip or activity reviewing important concepts, to make students aware of what they have learned.

## WRITING BEHAVIORAL OBJECTIVES

1. Identify what the student will do if they have achieved the objective.

It must be observable

It identifies the kind of performance

It must be measurable

What is the learner **DOING** when he is demonstrating that he has achieved the objective?

2. Describe the conditions under which the students will achieve the objective.

What will be provided to the students?

Describe only enough conditions to state clearly the kind of evaluation items the teacher will use.

3. Specify the criteria of acceptable performance.

Describe how well the students must perform.  
Give important conditions.

i. e. not measurable:

Children will understand the types of careers present in the community.

i. e. measurable:

Plot a bar graph on the types of careers present in the community.

A CATEGORIZED "SHOPPING-LIST" OF VERBS  
USEFUL IN MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend  
choose  
collect  
complete  
copy  
count  
define  
describe  
designate  
detect  
differentiate  
discriminate  
distinguish  
distribute  
duplicate  
find  
identify  
imitate  
indicate  
isolate  
label  
list  
mark  
match  
name  
note  
omit  
order  
place  
point  
provide  
recall  
repeat  
select  
state  
tally  
tell  
underline

STUDY SKILLS

arrange  
attempt  
categorize  
chart  
cite  
circle  
classify

compile  
diagram  
document  
find  
follow  
formulate  
gather  
include  
itemize  
locate  
map  
organize  
quote  
record  
relate  
reproduce  
return  
search  
signify  
sort  
suggest  
support  
underline  
volunteer

ANALYSIS

SKILLS

analyze  
appraise  
combine  
compare  
conclude  
contrast  
criticize  
deduce  
defend  
evaluate  
explain  
formulate  
generate  
induce  
paraphrase  
plan  
present  
save  
shorten  
structure

switch

SYNTHESIS

SKILLS

alter  
change  
design  
develop  
discover  
expand  
extend  
generalize  
modify  
paraphrase  
predict  
propose  
question  
rearrange  
recombine  
reconstruct  
regroup  
rename  
reorganize  
reorder  
rephrase  
restate  
restructure  
retell  
rewrite  
signify  
simplify  
synthesize  
systemize

GENERAL

APPLICATIONS

Arts and

Crafts:

assemble  
blend  
brush  
build  
carve  
color  
construct  
crush  
cut

dab  
dot  
draw  
drill  
finish  
fit  
fix  
fold  
form  
frame  
grind  
hammer  
handle  
heat  
illustrate  
make  
melt  
mend  
mix  
mold  
nail  
paint  
paste  
pat  
position  
pour  
press  
procedure  
roll  
rub  
sand  
saw  
sculpt  
sew  
shake  
sharpen  
sketch  
smooth  
stamp  
stick  
stir  
trace  
trim  
varnish  
wipe  
wrap

Drama:

act  
clasp  
correct  
cross  
direct  
display  
emit  
enter  
exit  
express  
leave  
move  
pantomime  
pass  
perform  
proceed  
respond  
show  
start  
turn

Language:

abbreviate  
accent  
alphabetize  
argue  
articulate  
capitalize  
edit  
hyphenate  
indent  
outline  
print  
pronounce  
punctuate  
read  
recite  
speak  
spell  
state  
summarize  
syllabicate  
translate  
type  
verbalize  
write

Mathematical:

add  
bisect  
calculate  
check  
compound  
compute  
count  
derive  
divide  
estimate  
extrapolate  
extract  
graph  
group  
integrate  
interpolate  
measure  
multiply  
number  
plot  
prove  
reduce  
solve  
square  
subtract  
tabulate  
tally  
verify

Music:

blow  
bow  
clap  
compose  
conduct  
finger  
harmonize  
hum  
mute  
play  
pluck  
practice  
sing  
strum  
tap  
whistle

Physical:

arch  
bat

bend  
carry  
catch  
chase  
climb  
coach  
coordinate  
critique  
float  
grip  
hit  
hop  
jump  
kick  
knock  
lift  
march  
perform  
pitch  
run  
score  
skate  
ski  
skip  
somersault  
stand  
stretch  
strike  
swim  
swing  
throw  
toss

Science:

calibrate  
compound  
connect  
convert  
decrease  
demonstrate  
dissect  
graft  
grow  
increase  
insert  
lengthen  
light  
limit  
manipulate  
nurture  
operate

plant  
prepare  
reduce  
remove  
replace  
report  
reset  
set  
specify  
straighten  
time  
transfer  
weigh

Social:

accept  
agree  
aid  
allow  
answer  
buy  
communicate  
compliment  
contribute  
cooperate  
disagree  
discuss  
excuse  
forgive  
greet  
guide  
help  
inform  
interact  
invite  
join  
laugh  
lend  
meet  
offer  
participate  
permit  
praise  
react  
relate  
serve  
share  
smile  
supply  
talk  
thank

volunteer  
vote

## BRAINSTORM TECHNIQUE

### Choosing the Brainstorm Topic

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we conserve energy?", use three separate problems:  
"How can we conserve energy?":
  - (a) in the home?
  - (b) in the school?
  - (c) in the community?
2. The basic aim of Brainstorming is to compile a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.
3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?" Brainstorming cannot make a decision for you.

### Rules for Brainstorm Sessions

1. Criticism is ruled out:  
Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.
2. Free-Wheeling is welcomed:  
The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.
3. Quantity is wanted:  
The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.
4. Combination and Improvement are sought:  
In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas, or how two or more ideas could be combined into a still better idea.

### Idea Spurring-Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is like this? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape?  
Other changes?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus  
ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split  
up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside  
out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine  
ideas?

### Pitfalls to Avoid in Setting Up a Brainstorming Program

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.
8. Selling the use of Brainstorming as a substitute for individual thinking.  
It is a supplement.

## ROLE PLAYING IN THE INTEGRATED TEACHING UNIT

Role playing is a learning activity for use by both the teacher and child in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day. Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

### Purposes for Children:

1. Offers an opportunity to participate in a successful group decision.
2. Fun to participate.
3. Desire to make decisions for self, to think on their feet in face-to-face situations.
4. Provides opportunity for sensitivity and awareness of the world of work.
5. Group activity with an adult leader - not organized play.

### Procedure:

1. It is imperative to help children to become initially relaxed through warm-up activities.

#### Example:

- Children stand in a circle. One child pretends he has a ball. They throw the ball to each other in the circle.
- Children stand and pretend they have a heavy box to put on a high shelf.

2. Development: Basically, movement with child's own dialogue.

#### Examples:

Early Elementary: A shoe salesman. One child is buying,

the other selling. This can be accomplished with groups of individuals.

Later Elementary: Production line at an auto plant.  
Children are putting parts on cars (perhaps on dashboard).

3. Culmination: This can be a repetitive process by using others in class to do the same thing but using different dialogue.

Discussion by entire groups of children with constructive criticism.

#### More Helpful Hints:

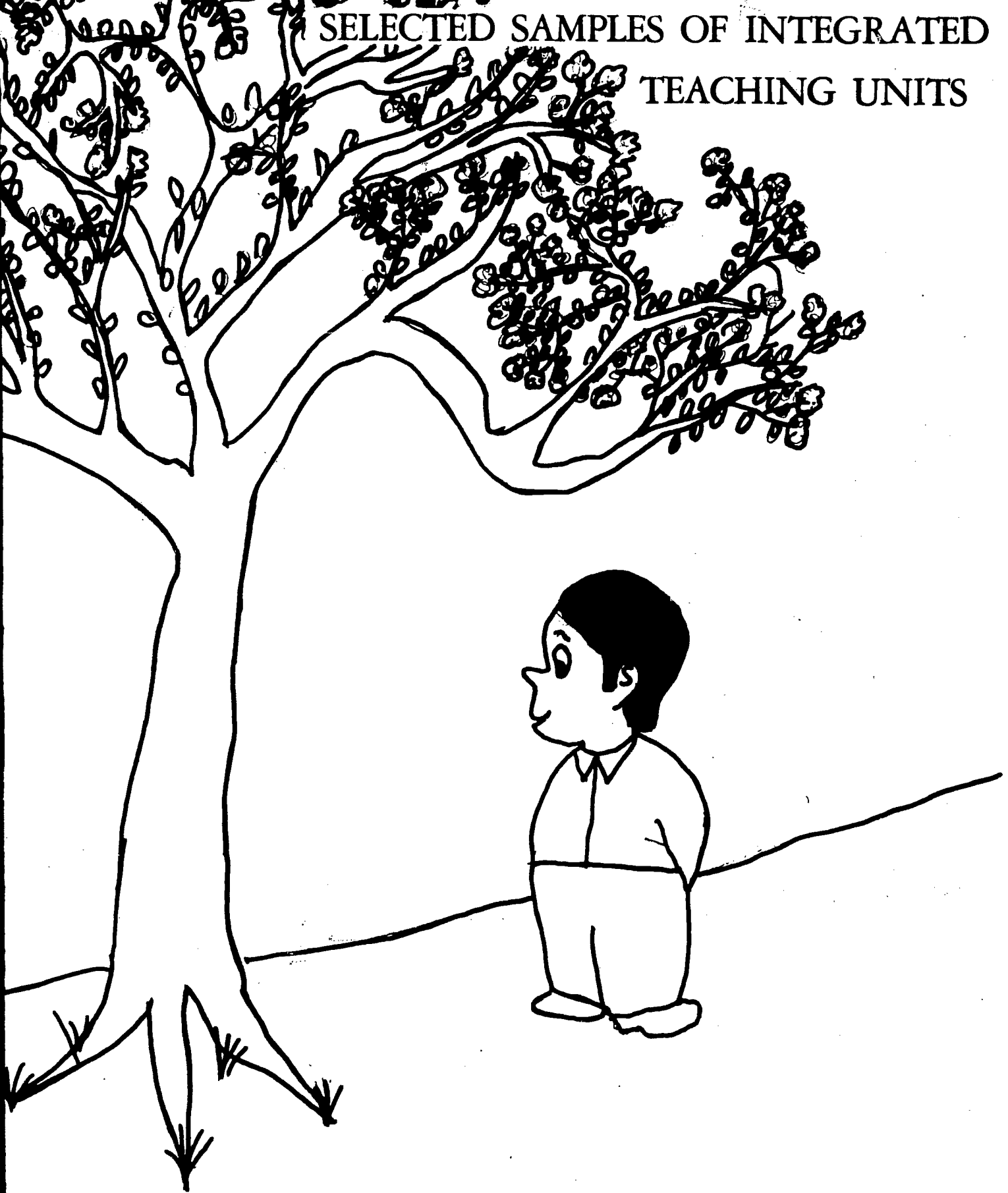
1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.
2. Never force any child who does not want to participate.
3. Give good directions; be sure each child knows exactly what he is to do.
4. Give only a short time to plan so it is more creative.
5. Be sure activity (or job) is within age level so the child does not appear foolish to peers.
6. When children are evaluating a role-playing activity encourage positive reactions.
7. Allow for much change and creative dialogue to bring out each child's personality.
8. Encourage feelings of the role models, not just dialogue, so emotions come through.



STUDENT GUIDELINES  
FOR  
EXPLORING AN OCCUPATION

1. What is the title of the occupation?
2. In which firms or businesses is employment available?
3. Does the worker work with (a) ideas (data), (b) people, or (c) things? What activities does he perform in relation to these categories?
4. How is the employer benefited by the worker?
5. What qualifications or preparation is needed by the worker? (Required or desired)
6. What benefits are received by the worker? (Pay, satisfaction, work values and interests)
7. What opportunities are there for advancement?
8. Is the need for the occupation increasing or decreasing?
9. What are the working conditions and environment?
10. What personal characteristics are helpful for workers to have?
11. What are the specific advantages and disadvantages of this occupation?
12. Would you like to be employed in this occupation?
13. Does the job depend on seasonal changes?
14. Does the job take place in specific geographical locations?

# SELECTED SAMPLES OF INTEGRATED TEACHING UNITS



## PREFACE TO SELECTED SAMPLE UNITS

These sample units are intended to be used as a working copy for professional staff. They are not completed documents, but rather working drafts which are to be revised. These documents cannot stand alone but are designed to be used with in-service education.

The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. They are continually being implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following sections:

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. general overview            | 5. methods of implementation     |
| 2. teaching/learning resources | 6. resource people and materials |
| 3. concepts                    | 7. student activities            |
| 4. behavioral objectives       |                                  |

Each of the methods of implementation provide an opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit. These units are designed to be idea generating and therefore are not completely detailed.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: CANDY

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to learn about the many facets of candy making through the manufacture and packaging of candy. First and second graders will work together on this unit. Children will be involved in making and packaging of candy.

TEACHING/ LEARNING RESOURCES:

1. Reference materials:

Books: Your Wonderful Teeth - Schloat  
Candy Man Language - Arts Booklet

2. Field Trips:

Trip to supermarket to purchase ingredients needed for any recipe made by students.

3. Human Resources:

Parents and college students to assist with candy making  
Candy maker

4. Activities:

Make Marshmallow Sparkles  
Make Mint Wafers  
Make Snowballs  
Make Butter Mints

UNIT TITLE: CANDY

CONCEPTS	BEHAVIORAL OBJECTIVES
<p data-bbox="180 514 415 546"><u>Language Arts</u></p> <p data-bbox="274 588 540 619">Sight vocabulary</p> <p data-bbox="274 766 540 798"><u>Creative Writing</u></p>	<p data-bbox="878 409 1520 483">As a result of this unit, each child will be able to:</p> <p data-bbox="878 598 1317 630">Recognize new sight words</p> <p data-bbox="878 777 1450 850">Write a brief story about the candy making process or packaging</p> <p data-bbox="878 1029 1379 1060">Develop a candy advertisement</p>
<p data-bbox="164 1312 399 1344"><u>Social Studies</u></p> <p data-bbox="266 1386 540 1417">Origin of candies</p>	<p data-bbox="870 1396 1403 1459">Tell where three candies studied originated</p> <p data-bbox="870 1501 1372 1564">State preferences for available candies</p> <p data-bbox="870 1606 1442 1638">State dislikes for available candies</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Work with candy making vocabulary</p> <p>Use candy making booklet stressing phonics and spelling</p> <p>Write creative stories about <u>Charley and the Chocolate Factory</u> (book by Raoul Dahl)</p> <p>Writing brief stories about candy making and packaging</p> <p>Plan a candy advertisement</p> <p>Make a "How to Book" about steps necessary in the making of candy</p>	
<p>General discussion of candies and their origins</p> <p>Discussion of candies in general and why they appeal to one person and not to another</p> <p>Make a booklet showing candies in these categories: chocolates - mints - hard-jellies</p>	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Math</u></p> <p>Liquid measusement</p> <p>Measurement of solids</p>	<p>As a result of this unit, each child will be able to:</p> <p>Measure accurately liquids and solids</p> <p>Recognize and read fractions in a recipe</p>
<p><u>Science</u></p> <p>Tooth care</p> <p>Change of matter Heat affects matter</p>	<p>Describe dangers involved in exposing teeth to excess of sugars</p> <p>Tell the necessity for brushing teeth after eating sweets</p> <p>Discover the change in matter from liquid to solid to gas</p>

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Work with liquid and solid measuring devices</p> <p>Read and follow candy recipes</p> <p>Make a variety of candies</p>	
<p>Compare a healthy tooth with one that has decayed</p> <p>Make a drawing showing how excess sugars destroy healthy teeth</p> <p>Read book - <u>Your Wonderful Teeth</u> by Schloat</p> <p>Use a candy recipe that requires heat to show how matter changes from liquid to solid to gas</p>	





METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Plan and develop an advertisement for an imaginary candy</p> <p>Make a class mural using any desired art medium to fantasize an imaginary candyland</p> <p>Make a "How to Book" about candy, illustrations</p> <p>Make a simple poster</p> <p>Make a candy maker working in one phase of candy making</p>	
<p>Candy maker discussing his experiences as a candy man</p> <p>Visiting a candy making industry</p> <p>Class discussion of the jobs and processes involved with candy making and distribution</p> <p>Actual candy making</p> <p>Make a chart showing tools necessary in the production of candy</p> <p>List types of clothing worn by candy makers to insure sanitary conditions in his job role</p>	

### MARSHMALLOW SPARKLES

Dip marshmallows in water - drain excess water on paper towel

Roll in dry jello - let dry

(food coloring added to jello)

Food coloring

Jello

Marshmallows

Waxed paper

Have center set up ahead to make small signs saying "a treat for you"

Have four groups - two groups for each recipe

Have two mothers to supervise

- Assembly line -
1. Cut saran wrap - pull off and cut in half
  2. Wrap candy
  3. Punch holes in signs
  4. Cut string
  5. Put string through hole and tie onto saran wrap

### BUTTER MINTS

3 T. soft butter

1/4 cup whipping cream

1/4 t. salt

1 t. salt

1 t. vanilla

2 t. peppermint flavoring

1 pound powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. Dry at least 2 days. Cover with waxed paper to keep clean.

### MINT WAFERS

1 egg white  
2-1/2 cups confectioners sugar  
2 t. butter  
1/2 t. peppermint flavoring

Combine ingredients in bowl. Mix till creamy. Tint in shades of yellow, pink and green. Knead with hands. Shape into 1-inch balls. Place on waxed paper and flatten with tines of a fork.

4 bowls  
Spoons  
Food coloring  
Forks  
Trays  
Saran Wrap

### SNOWBALLS

1 - 6 oz. pkg. semisweet chocolate pieces  
1/3 cup evaporated milk  
1 cup confectioners sugar  
1/2 cup chopped walnuts  
1 - 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler. Heat over hot water till chocolate melts, stirring to blend. Remove from heat - stir in confectioners sugar and nuts. Cool slightly, then form into 1-inch balls. Roll in coconut.

Double boiler  
Spoons  
Hot plate

**RECIPES FOR THE ELEMENTARY SCHOOL CLASSROOM**

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## CRAFTY FOODS

### RICE MOSAICS

Color uncooked rice with food coloring. Let dry. Using Elmer's Glue, outline picture or design in colored yarn, and fill in with colored rice.

### CEREAL MOSAICS

Follow directions for rice mosaics, substituting dry cereals for rice, we found the variety packs of cereal fun to use.

### FINGER PAINTING

Use instant pudding, follow package directions to make it. It's fun even to clean up. Let dry overnight.

Use condensed milk tinted with food coloring too.

### PAINTING

How about using mustard, capsup, grape juice, beet juice, worchestershire sauce, etc., etc.

How about printing with fruits and vegetables!

Food coloring dyed water makes a good paint too!

-----  
How about tasting parties for likeness and differences in color, texture, size and feel and taste.

A jam and jelly party

A cheese party

A sweet and sour party

An uncooked and cooked party (foods before and after they are cooked)

How about making lollipops to introduce or reinforce the sound and symbol "L".  
How about making marshmallow turtles, caramel turtles, or chocolate turtles to introduce or reinforce the sound and symbol "m".

Have fun, be creative with foods and cooking.

### CARAMEL CORN

Stir 28 caramels and 2 tbsp. hot water over hot water until smooth. Pour over 5 cups popped corn, Kix or Cheerios. Mix gently until blended. Drop by spoonfuls onto waxed paper.

### SKILLET FUDGE

2 squares unsweetened chocolate, chopped  
1-1/2 c. sugar  
2 tbsp. margarine  
2 tbsp. butter  
7 tbsp. milk  
2 tbsp. white corn syrup  
1 tsp. vanilla

Combine all ingredients in heavy 12-inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 inch pan. Cut into squares.

### MINT WAFERS

1 egg white  
2-1/2 c. confectioners sugar  
2 tsp. butter  
1/2 tsp. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into 1-inch balls; place on waxed paper and flatten with tines of a fork.

### SNOWBALLS

1 6 oz. pkg. semisweet chocolate pieces  
1/3 c. evaporated milk  
1 c. confectioners sugar  
1/2 c. chopped walnuts  
1 3-1/2 oz. can flaked coconut

### SNOWBALLS (Cont.)

Combine chocolate and milk in double boiler; heat over hot water till chocolate melts, stirring to blend. Remove from heat; stir in confectioners sugar and nuts. Cool slightly, then form in 1-inch balls; roll in coconut. Makes 24.

### CEREAL - PEANUT BARS

1/2 c. light corn syrup  
1/4 c. brown sugar  
Dash salt  
1 c. peanut butter  
1 tsp. vanilla  
2 c. rice crisp cereal  
1 c. corn flakes, slightly crushed  
1 6 oz. pkg. semisweet chocolate pieces

Combine syrup, sugar and salt in saucepan; bring to a full boil. Stir in vanilla, cereals and chocolate pieces. Press into a buttered 9 x 9 x 2 inch pan. Cool 1 hour. Cut in small bars.

### FRYPAN COOKIES

1 c. sugar  
2 eggs, well beaten  
Dash salt  
1-1/2 c. chopped dates  
1 tsp. vanilla  
3/4 c. chopped walnuts  
2 c. Rice Krispies  
Coconut

Mix first 4 ingredients; place in greased electric frypan set on low heat. Cook until thickened, stirring constantly, about 10 minutes. Cool slightly; add next 3 ingredients. Make into balls; roll in coconut.



MOTHER GOOSE COOKIES

2 cups of the first thing that little girls are made of (Sugar)

1/2 teaspoon of the second thing that little girls are made of (Spice, Ginger  
or Cinnamon)

1 teaspoon of soda

1 teaspoon of salt

2 Humpty Dumpties (Eggs)

1 cup of what Miss Muffet was eating (Milk)

1 cup of the third thing that little girls are made of (Nuts, raisins or  
chocolate chips)

1 cup of the thing that little Red Hen went to the mill to fetch (Flour)

1 cup of the thing that Jack Spratt could not eat (Fat)

Bake at 350 degrees

Yield: This makes enough for 60 children - or about two cookies each

### DATE BALLS

- 3 c. Rice Krispies
- 1/2 c. chopped nuts
- 1 T. butter
- 3/4 c. sugar
- 2 eggs - unbeaten
- 1-1/2 c. chopped dates

Mix Rice Krispies and nuts together. Melt butter, add sugar, dates and eggs. Heat and cook stirring constantly for 8 to 10 min., mashing dates as they cook. Pour hot mixture over Krispies. Shape into balls and roll in flaked coconut.

### NO-BAKE PEANUT BUTTER COOKIES

- 1/2 c. Karo syrup
- 1/2 c. sugar
- 1 c. peanut butter
- 2 c. Special K cereal or other dry similar cereals

Bring syrup and sugar to boil. Remove from heat and stir in peanut butter. Add cereal and drop by spoonfuls onto waxed paper.

### ORANGE NO-BAKE COOKIES

- 3/4 box powdered sugar
- 1 1-lb. pkg. vanilla wafers, crumbled
- 1 stick oleo or butter, melted
- 1 c. chopped nuts
- 1 6 oz. can frozen orange juice
- 1 can coconut

Mix all ingredients except coconut in a large bowl with hands. Shape cookies and roll in coconut. Yield: 3 doz.

### SHOESTRING POTATO COOKIES

- 2 6 oz. pkgs. butterscotch chips
- 3 T. peanut butter
- 1 4 oz. can shoestring potatoes
- 1 c. chopped nuts

### Shoestring (con't)

Melt butterscotch chips and peanut butter. Pour over potatoes and nuts. Mix gently. Drop onto waxed paper cookie sheet by teaspoonfuls. Place in freezer to set. Remove from freezer as soon as firm.

### CHOCOLATE HAYSTACKS

- 1 cup granulated sugar
- 1/3 c. cocoa (regular type-dry)
- 1/2 c. milk
- 3-1/2 c. quick-cooking rolled oats
- 1 c. flaked coconut
- 1/2 c. chopped walnuts
- 1/2 t. vanilla
- Dash salt

In saucepan bring first 4 ingredients to a full boil. Remove from heat and stir in remaining ingredients. Drop quickly from teaspoon onto waxed paper. Cool. Yield: 4 doz.

### TOASTED COCONUT-DATE COOKIES

- 1/2 c. butter
- 1 8 oz. pkg. dates - chopped
- 1 c. sugar
- 2 eggs - slightly beaten
- 1/2 c. chopped maraschino cherries
- 1 c. chopped nuts
- 3 c. Rice Krispies
- 1/2 t. salt
- 1 t. vanilla
- 1 pkg. toasted coconut

Melt butter in heavy pan and add dates, sugar and eggs. Mix. Cook until thick, stirring till cool. Add cherries, nuts, Rice Krispies, salt and vanilla; shape in small balls. Roll in coconut. Store in cool place. Yield: 36 cookies.

### CORNSTACKS

1 pkg. vanilla & chocolate caramels  
1/4 c. Crisco  
3/4 c. chopped peanuts  
6 c. corn flakes  
2 or 3 doz. pieces of candy corn

In large pan combine caramels and Crisco. Stir over low heat until candy melts and mixture is blended. Remove from heat. Stir in peanuts. Add cereal and mix thoroughly. Shape into clusters while warm. Place on waxed paper. Insert a candy corn in center of each. Cool.

### MARSHMALLOW SPARKLES

Red food coloring  
Strawberry or Raspberry jello (1/2 pkg)  
Marshmallows - large

Add food coloring a few drops at a time to jello, mixing well to obtain desired color. Dip a few marshmallows by hand into water. Drain excess moisture by shaking into paper toweling. Roll marshmallows in colored jello and allow to dry thoroughly.

### HAYSTACKS

2 pkg. butterscotch morsels  
1 3 oz. can chow mein noodles  
1 c. chopped peanuts

Melt butterscotch morsels in top of double boiler over low heat. Mix with noodles and peanuts. Drop onto waxed paper. Let stand until firm.

Abbreviations: pkg. = package  
oz. = ounces  
c. = cup  
tbsp. = tablespoon  
lb. = pound

### ORANGE COCONUT BALLS

1 6 oz. can frozen orange juice, thawed  
1/4 lb. butter or margarine  
1 12 oz. box vanilla wafers (crushed fine)  
1 box confectioners sugar  
Shredded or flaked coconut

Blend all ingredients together thoroughly; roll into 1/2 in. balls. Roll balls in coconut.

### LOLLIPOP CLOWNS

3 c. granulated sugar  
3/4 c. light corn syrup  
3 tbsp. vinegar  
1/3 c. boiling water  
1/4 c. butter or margarine  
Dash salt  
Wooden skewers  
Fruit-flavored hard candy circles

Combine sugar, corn syrup, vinegar, and water; stir until sugar dissolves. Cook to hard crack stage (300 degrees). Remove from heat; add butter and salt. Cool until mixture thickens slightly. Quickly drop from tablespoon over skewers placed 5 inches apart on greased cookie sheet. Make faces with candy circles.

### LEMON CLUSTERS

Make Puddin' Candy except use lemon pudding - omit vanilla and 1 c. flaked coconut in place of peanuts.

### CHOCOLATE NUT PILLOWS

1 6 oz. pkg. semisweet chocolate pieces  
1 tbsp. shortening  
1/2 c. peanut butter  
2 tbsp. confectioners sugar  
3 c. spoon-size shredded wheat biscuits  
1/2 c. finely chopped peanuts

Melt chocolate pieces and shortening over boiling water. Stir in peanut butter and sugar. Coat biscuits in chocolate; shake off excess. Roll in nuts. Cool on rack. Makes about 3 cups.

### MARSHMALLOWS

- 2 envelopes Knox gelatin
- 1 c. granulated sugar
- 1 c. light corn syrup
- 1 egg white

Soften gelatin in 1/2 c. cold water. In saucepan, combine sugar, syrup and 1/3 c. water. Cook to soft ball stage (240 degrees) stirring only until sugar dissolves. Remove from heat. Stir in gelatin to dissolve. Let cook 10 minutes. Beat egg white to stiff peaks. Slowly add the syrup beating on high speed of mixer till candy stands in soft peaks. Cover bottom of pan with brown paper. Sprinkle on the paper about 3 T. of cornstarch mixed with 3 T. powdered sugar. Pour candy onto cornstarch-sugar mixture. Let stand overnight. Sprinkle top with mixture of cornstarch mixed with powdered sugar (3 T.). Cut with moistened knife. Roll edges in cornstarch-sugar mixture.

### CARAMELS

- 1 c. butter or margarine
- 1 lb. brown sugar
- Dash salt
- 1 c. light corn syrup
- 1 can Eagle Brand milk (15 oz.)
- 1 t. vanilla

Melt butter in large saucepan. Add sugar and salt and stir well. Add corn syrup and mix well. Gradually add the milk, stirring constantly. Cook and stir over medium heat to firm ball stage (245 degrees) - takes about 15 min. Remove from heat, stir in vanilla and pour into buttered pan. Cool. Cut into squares.

### ENGLISH TOFFEE

- 3 t. water
- 1 c. sugar
- 2 sticks oleo
- 1 t. vanilla
- 5 regular size chocolate bars

### ENGLISH TOFFEE (Cont.)

Cook sugar, water and oleo until light medium brown (stir while cooking). It will sort of follow your spoon around the pan. Remove from heat and add vanilla. Spread on a buttered cookie sheet. Place chocolate bars on it and spread when softened. After it is cooled you can break apart with your hands.

### EASY FUDGE

- 4 c. granulated sugar
- 1 can evaporated milk (14-1/2 oz.)
- 1 c. oleo or butter
- 1 pkg. chocolate chips (12 oz.)
- 1 pt. marshmallow creme
- 1 t. vanilla
- 1 c. broken walnuts

In a heavy pan, combine sugar, milk and butter. Cook over medium heat to soft ball stage, stirring often. Remove from heat. Add chocolate chips, marshmallow creme, vanilla and walnuts. Beat until chocolate is melted and blended. Pour into buttered pan - cool - cut into squares.

### PEANUT BUTTER FUDGE

- 2 c. granulated sugar
- 2/3 c. milk
- 1 c. marshmallow creme
- 1 c. chunky peanut butter
- 1 pkg. chocolate chips (6 oz.)
- 1 t. vanilla

In a heavy pan, combine the sugar and milk. Stir until the sugar melts. Cook to soft ball stage. Remove from heat. Stir in the marshmallow creme, peanut butter, chocolate chips and vanilla. Blend well. Pour into buttered pan. Cool. Cut into squares.

### CHOCOLATE NO-BAKE COOKIES

2 c. sugar            1/2 t. salt  
1/4 c. cocoa        1/2 stick oleo or  
1/2 c. milk            butter  
2 c. minute oats 1/2 c. peanut butter  
1 t. vanilla        1/2 c. coconut or 1/2  
                                 c. broken nutmeats

Mix sugar, salt and cocoa in saucepan. Add milk and butter and bring to boil. Boil for 1 min. and 30 sec. Add remaining ingredients and mix well. Drop by spoonfuls onto waxed paper and chill. Yield: 2-1/2 doz.

### STRAWBERRY DIVINITY

2 egg whites  
1 pkg. strawberry jello  
3 c. sugar  
3/4 c. light corn syrup  
3/4 c. water  
1/2 c. grated coconut  
1 c. chopped nuts

Beat egg whites until fluffy; add jello. Beat until mixture holds a definite peak. In saucepan, mix sugar, syrup and water. Cook to boiling, stirring constantly. Reduce heat and continue cooking, stirring occasionally until mixture reaches 250 degrees on candy thermometer. Pour into egg whites in a very thin stream, beating constantly. Continue to beat until candy holds shape and loses its gloss. Stir in coconut and nuts. Quickly drop from teaspoon onto greased cookie sheet. Any flavor jello may be used. Yield: 5 doz.

### PEANUT CEREAL CANDY

3 c. crisp rice cereal  
1 c. salted peanuts  
1/2 c. granulated sugar  
1/2 c. light corn syrup  
1/2 c. peanut butter  
1/2 t. vanilla

### Peanut Cereal Candy (con't)

Mix cereal and peanuts; set aside. Combine sugar and syrup. Cook, stirring constantly, till mixture comes to a full boil. Remove from heat. Stir in peanut butter and vanilla. Immediately pour syrup over cereal mixture, stirring gently to coat. Pat cereal evenly into buttered 8 x 8 x 2 inch pan. Cool; cut in 1 by 2 inch bars. Makes 32 bars.

### MASHED POTATO CANDY

1/2 c. mashed potatoes  
1 lb. confectioners sugar  
1/2 c. peanut butter

Mix warm mashed potatoes with sifted sugar. Roll in oblong shape and spread with peanut butter. Roll up like a jelly roll and cut in slices.

### SUGAR PLUMS

1/2 c. butter  
5 c. confectioners sugar (unsifted)  
1/4 c. whipping cream  
1 t. vanilla

Cream butter thoroughly. Add sugar slowly and continue beating until mixture is light and crumbly. Add cream and vanilla. Beat until completely blended. Shape and decorate as desired.

Roll them in coconut, chopped nuts, colored sugars, etc. Color them with liquid food coloring. Shape them as balls, ovals, letters, numbers, squares, triangles, candy canes, etc.

Center them - with fruits, nuts, raisins, mints, chocolate chips, candies.

Flavor batter with 1 t. maple flavoring, 1 t. peppermint, 1 t. lemon extract or 1 t. rum flavoring instead of vanilla.

### NO-BAKE CHOCOLATE ROLLS

1 egg  
1-1/4 c. confectioners sugar  
1/2 t. vanilla  
4 squares semisweet chocolate  
1 c. chopped walnuts  
1/2 pkg. miniature marshmallows  
Coconut, flaked

Beat egg, add confectioners sugar, butter and vanilla. Melt chocolate over hot water and add to mixture. Add nuts and marshmallows, stir. Make into 3 rolls on coconut sprinkled waxed paper, coating each roll. Refrigerate and slice when cold. Keep cold - do not freeze.

### PEANUT BRITTLE

2 c. granulated sugar  
1 c. light corn syrup  
1/2 c. water  
1 c. butter or margarine  
2 c. peanuts  
1 t. soda

Combine sugar, syrup and water in 3 qt. saucepan and stir till sugar dissolves. When syrup boils, blend in butter. Stir frequently after mixture reaches the syrup stage (230°). Add nuts when the temperature reaches soft crack stage (305°). Remove from heat. Quickly stir in soda, mix thoroughly. Pour onto two cookie sheets. As candy cools, stretch it out thin by lifting and pulling from edges, using two forks. Loosen from pans as soon as possible; turn candy over. Break into pieces.

### BUTTERSCOTCH CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

### PUDDIN' CANDY CLUSTERS

1 pkg. (3 oz.) vanilla mix  
1 c. sugar  
1/2 c. evaporated milk  
1 T. butter or margarine  
1 c. salted peanuts  
1/4 t. vanilla

Blend dry pudding mix and sugar in 2 qt. saucepan. Stir in evaporated milk. Add butter. Cook and stir over medium heat and boil gently 3 min., stirring constantly. Remove from heat; stir in peanuts and vanilla. Beat immediately - it will become somewhat dull. Drop by the tablespoonfuls on waxed paper. Yield: 24 clusters.

### CHOCOLATE CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

### CARAMEL TURTLES

144 small pecan halves (about 1 c.)  
36 light caramels  
1/2 c. semisweet chocolate pieces, melted

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of peanuts. Heat in slow oven (325°) till caramels soften, about 4 to 8 min. Remove from oven; with butter spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.



### VANILLA WAFER TURTLES

Use two cookies for each turtle. Frost underside and attach legs of elbow macaroni. A toothpick doubles for a tail and anchor for head of gum-drop. Frost between two cookies to hold toothpick.

Frosting: Mix one cup confectioners sugar and 1 t. milk until smooth.

### CARAMEL CHEWS

Place 36 vanilla caramels and 3 T. light cream in top of a double boiler over simmering water; heat until caramels melt; stir occasionally. Toss together 1 c. corn flakes, 2 c. crisp rice cereal, 1 c. flaked coconut, 1/2 c. chopped walnuts and 1/2 c. raisins. Pour caramel mixture over. Mix thoroughly. With buttered fingers, press rounded tablespoons of mixture lightly into balls. Place on waxed paper. Makes about 4 doz. cookies.

### UNBAKED CARAMEL COOKIES

In a large saucepan, combine 2 cups granulated sugar, 3/4 c. butter and 1 6 oz. can evaporated milk. Bring mixture to a running boil, stirring frequently. Remove from heat and add one 4 oz. pkg. instant butterscotch pudding mix and 3-1/2 cups quick cooking rolled oats; mix together thoroughly. Cool 15 minutes; drop dough from teaspoon onto waxed paper. Makes 5 doz. cookies.

### CHOCOLATE HAYSTACKS

2 c. granulated sugar  
1/3 c. cocoa  
1/2 c. milk  
1/2 c. butter  
3-1/2 c. quick cooking rolled oats  
1 c. flaked coconut  
1/2 c. chopped walnuts  
1/2 t. vanilla  
Dash salt

### CHOCOLATE HAYSTACKS (Cont.)

In saucepan bring first 4 ingredients to a full boil. Remove from heat. Stir in remaining ingredients. Drop quickly from teaspoon on waxed paper; cool. Makes about 48 cookies.

### FUDGE NOUGAT

2 c. sugar  
1/2 c. butter  
1 c. evaporated milk  
3/4 c. flour  
1 c. graham cracker crumbs  
1 6 oz. pkg. chocolate morsels  
1/3 t. vanilla  
3/4 c. chopped nuts

In a saucepan combine sugar, butter and milk. Bring to a boil, stirring constantly. Boil for 10 min. or until soft ball stage. Remove from heat; immediately add flour, graham cracker crumbs and chocolate morsels. Stir until chocolate is melted. Add vanilla and nuts. Spread into 8 x 13 in. pan. Sprinkle chopped nuts over top or cool and top with powdered sugar. Cut into squares.

### INSTANT LOLLIPOPS

2 pkg. 3 oz. flavored jello  
2 T. water  
Wooden coffee stirrers

Butter two cookie sheets, place six sticks evenly spaced on each sheet. In small heavy saucepan, combine jello and water. Heat over very low heat, stirring until mixture is melted. Simmer 5 min. Remove from heat and working quickly, drop mixture by tablespoons on top of each stick on cookie sheet. If double batch is made with different flavors of jello, remaining jello can be used to decorate other colored lollipops.

### GREEN HOLLY COOKIES

30 large marshmallows  
1/4 lb. margarine  
1-1/2 t. green food coloring  
4 c. cornflakes  
Red cinnamon candies

Melt marshmallows and margarine in top of double boiler. When dissolved, add green food coloring. Pour over corn flakes in a large bowl being careful to cover each flake thoroughly but not crushing the flakes. Drop by small clusters on waxed paper, making wreaths. Add red candies to look like holly trims.

### CEREAL CHRISTMAS TREES

3 T. butter  
32 large marshmallows  
1/2 t. vanilla  
1/2 t. green food coloring  
4 c. Cheerios cereal  
Small gumdrops

In large saucepan heat butter and marshmallows over low heat stirring constantly until marshmallows are melted. Remove from heat; stir in vanilla and food color. Fold in cereal until evenly coated.

On waxed paper quickly shape warm mixture with buttered hands into Christmas tree shapes, using about 1/4 c. mixture for each cookie-size tree. For ornaments cut gumdrops into slices and press onto trees.

### BAKELESS STRAWBERRY COOKIES

1 can Eagle Brand milk  
2 boxes strawberry jello powder  
1 lb. coconut

Mix all together and let set in refrigerator 2 hours. Shape into roll

### BAKELESS STRAWBERRY COOKIES

(Cont.)

and wrap in waxed paper. Cut in small pieces and roll in one box raspberry jello powder. Make in round or strawberry shapes. Make green paper leaves.

### CARAMEL FUDGE BALLS

1/2 c. oleo  
1/4 t. vanilla and a little salt  
4-1/2 c. confectioners sugar  
1/2 c. caramel topping  
Nuts - chopped

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

### ELECTRIC SKILLET PEANUT BRITTLE

3 c. sugar  
1 c. salted peanuts  
1/2 t. soda

Place sugar in electric skillet heated to 400°. Stir until melted and light brown. Turn off heat; stir in peanuts until blended. Stir in soda; pour quickly onto buttered cookie sheet. Cool. Break into pieces.

### CARAMEL FUDGE BALLS

1/2 c. oleo  
Bit of salt  
1/2 c. caramel topping  
1/4 t. vanilla  
4-1/2 c. confectioners sugar  
Nuts, crushed

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.



### RAISIN GRIDDLE COOKIES

3-1/2 c. sifted flour  
1 c. sugar  
1-1/2 t. baking powder  
1 t. salt  
1/2 t. baking soda  
1 t. nutmeg  
1 c. shortening  
1 egg  
1/2 c. milk  
1-1/4 c. raisins

Sift dry ingredients together into bowl.  
Cut in shortening until mixture is mealy.

Beat egg, add milk and blend. Add egg mixture and raisins to flour mixture. Stir until all the ingredients are moistened and dough holds together.

Roll on lightly floured board to 1/4" thickness. Cut with 2" cookie cutter.

Heat griddle until a few drops of water dance on it. (Do not overheat griddle.) Oil griddle lightly and place cookies on it. As the bottoms brown, the tops become puffy. Then turn and brown on other side. Serve warm.

Variation: To make Lemon Griddle Cookies, omit raisins and add 1 t. grated lemon rind.

### TURKEY TRIANGLES

Open an 8 oz. tube of refrigerated Crescent Dinner Rolls and separate them into 8 marked triangles. Place a folded piece of thinly sliced turkey on the wide end of each triangle. Add a dab of butter and roll each triangle up, starting at the wide end. Place on ungreased cookie sheet and bake 10-15 minutes at 375 degrees.

### ORANGE CRANBERRY MOLD

Dissolve a 3 oz. pkg. of orange jello in 1 cup of hot water. Add 1/2 cup orange juice and 1 lb. can of whole cranberry sauce. Chill until firm. We make individual molds in 5 oz. paper juice cups.

### NO BAKE PEANUT OATMEAL DROPS

Mix 1 cup of sugar, 1/4 cup of butter, 1/3 cup of evaporated milk in saucepan. Bring to rolling boil, boil 3 minutes, stirring frequently. Remove from heat. Stir in 1 cup of peanut butter, 1/2 t. vanilla, 1 cup rolled oats and 1/2 c. Spanish peanuts. Drop by tablespoons onto waxed paper. Let stand until set.

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CAUTION: Beware of cooking candy in damp or humid weather. Candy becomes quite thick.

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### DOUGHNUTS

Open a pkg. of Puffin Buttermilk Biscuits and separate the biscuits. Let them rise a little. Heat cooking oil over medium heat. Push a hole into center of biscuits. Place in cooking oil. Dough should brown quickly and expand about twice its size. Turn. Remove from oil. Place in bag with granulated sugar, sugar & cinnamon or powdered sugar.

## GINGERBREAD MEN \*

Helen Barker, Inverness, Florida

My kindergarten's tastiest project is the gingerbread men they make and bake themselves. We start by reading the familiar Gingerbread Man, then draw and paint our own. After a few days of dramatization and records, we decide it's time to make a "real" gingerbread man. Each child models his own from clay. No two will look alike but all are perfect gingerbread men.

On baking day, I mix the dough at home but you can do it with your students. The recipe is simple. The dough is easy to work with so the children can take their time modeling their men. We use raisins and M & M's (which melt in your mouth and not in the oven) for eyes, noses and buttons. Place each gingerbread man on the dull side of aluminum foil and print the child's name on the foil since baking may render a cake unrecognizable.

Put the gingerbread men on cookie sheets and bake. If you do not have an oven available at school, perhaps a mother living near the school would bake them for you. The following recipe is enough for 25 gingerbread men.

- 3/4 cup shortening
- 3/4 cup sugar
- 3/4 cup light molasses
- 3/4 tablespoons vinegar
- 1 beaten egg
- 4-1/2 cups flour
- 3/4 teaspoon salt
- 3/4 teaspoon soda
- 3/4 teaspoon cinnamon
- 3/4 teaspoon ginger (optional)

Mix moist ingredients well. Add dry ingredients. With your hands shape into men. Bake at 375 degrees for 12 to 15 minutes.

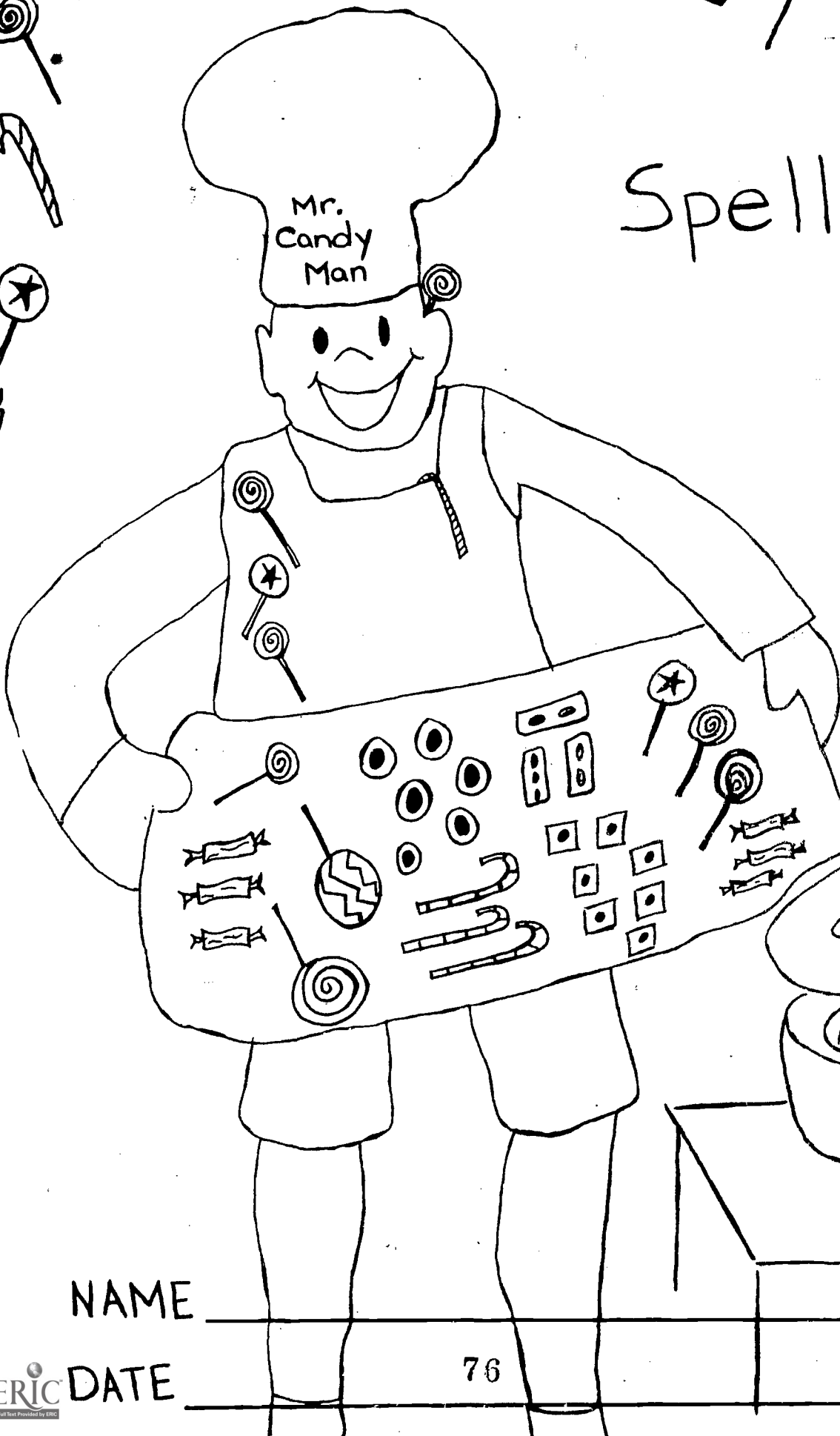
\* Taken from: Teacher, December 1972, p. 90.

### BUTTER MINTS

3 T. soft butter  
1/4 c. whipping cream  
1/4 t. salt  
1 t. vanilla  
2 t. peppermint flavoring  
1 lb. powdered sugar

Blend all ingredients and knead till cream or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. DRY AT LEAST 2 DAYS. Cover with waxed paper to keep clean.

# Spelling



NAME \_\_\_\_\_

DATE \_\_\_\_\_

I am very popular.

I am good to eat.

I give you quick energy.

I am made up mostly of sugar and water.

I can be changed by adding other ingredients.

I have over 20,000 brothers and sisters, but there are only ten main types of us.

The most popular type in my family is chocolate.

Can you guess who I am ???

111 X AND

Practice your new words.

1. popular
2. other
3. sugar
4. made
5. ten
6. eat
7. over
8. family
9. guess
10. candy

Draw a picture of your family making candy.

Unscramble these words.

gusrq

vore

nre

usesg

uappolc

tea

alyfmi

teohc

dcayn

deam

Put your words in ABC order

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Find these words:

boil

butterscotch

candy

chocolate

eat

energy

family

fudge

good

guess

heat

made

mint

other

over

popular

sucker

sugar

ten

water

B O I L W X E A T N Z S O  
 B U M Q D E R A N E H U H  
 F O T H E N I M C J A E C H  
 A G S T E T A M C R A T E K G  
 M H C R K H R N S F L N R D D  
 I O R C G D U S C P U Q Y Q  
 L C S C G D U S C P U Q Y Q  
 Y O E G D U S C P U Q Y Q  
 L J Y P G D U S C P U Q Y Q  
 V A M A T Y O S P O T X G Y H  
 F T R Y S O Q B S R G X C Z  
 T E Q X G E N E R G Y H

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: ROYAL OAK

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children will best understand the organization or structure of city government when they focus on their own locality. This unit is designed to appeal to Royal Oak children.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Chamber of Commerce Book on Royal Oak  
History of Royal Oak

2. Field Trips:

Field trip to City Hall and/or other buildings run by the City such as a fire station and the library, etc.

3. Human Resources:

Speaker on History of Royal Oak  
Police Officers  
City Attorney  
Superintendent of Royal Oak Schools

4. Activities:

Role playing:

Acting as various members of city commission  
Acting out various roles of city court  
Acting out role of policeman

Hands-on activities:

Making city model  
Making jigsaw puzzle of Royal Oak map



UNIT TITLE: ROYAL OAK

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Social Studies</u>	<p>As a result of this unit, each child will be able to:</p>
<p>History and geography of area</p>	<p>Describe boundaries of Royal Oak</p> <p>List four important events in the history of Royal Oak</p> <p>List five physical changes in the composition of the city in the past fifty years</p> <p>List five commercial businesses in Royal Oak</p> <p>List four cultural organizations in Royal Oak</p> <p>List four voluntary organizations in Royal Oak</p> <p>List important buildings in Royal Oak, e.g., Shrine, Zoo, Farmer's Market, Library</p>
<p>Map Skills</p>	<p>Examine city zoning map for evidence of city planning</p>
<u>Language Arts</u>	<p>Write five important places of employment in Royal Oak</p> <p>Write a letter to the Parks and Recreation Dept. requesting a map locating existing recreational facilities</p> <p>Make a booklet showing the necessary steps for obtaining a new park</p>
<p>Writing reports</p>	
<p>Write letters</p>	
<p>Make booklet</p>	

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Make dioramas of Royal Oak in past

Have student do individual study and re-search on a large American city

Select city symbols: (a) bird (b) tree  
(c) flower

Make a city model

Use A. V. material to teach the use  
of key in reading maps

Make puzzles from map of Royal Oak

Have a mock court

Set up a city commission

Letter writing

Report writing

City Hall



METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
<p>Make a time line of Royal Oak history Pictures of old Royal Oak     1818 first settler     1823 Hubbard settled in area     Chase's Corner     1826 first store     1830 first post office     1850 first school     1891 Royal Oak became Village     1921 Royal Oak became a City     Beaumont Hospital built in 1960's     Our school built Graphs of population growth of Royal Oak     1940 - 25,000     1950 - 46,000     1960 - 80,000     1970 - 86,000</p>	<p>City Hall and city tax report and/or budget</p>
<p>Visit City Hall personnel department</p>	

UNIT TITLE: ROYAL OAK (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Combining</p> <p>Separating</p> <p>Forming</p>	<p>As a result of this unit, each child will be able to:</p> <p>List flowers and plants indigenous to Royal Oak</p> <p>Construct a unique City flag</p>
	<p>85</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Draw an imaginary City flag - have a class contest to select best or most appropriate flag

Make a collage of flowers and plants indigenous to Royal Oak

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

JIGSAW PUZZLE OF ROYAL OAK

II. ACTIVITY FORMAT:

A. Tools and Materials

Piece of tempered masonite  
Royal Oak map

Mod-podge  
Dremel Saw

B. Human Aides and Resources

It would be wise to have another adult to supervise the use of the dremel saw.

C. Procedures for this activity (with helpful hints)

Use Mod-podge and put map of Royal Oak on masonite, be sure that the surface is evenly glued and smoothed. Allow several days for drying. On the back of the masonite draw intersecting wavy lines - it is wisest to keep the lines fairly simple since it is difficult for the children to saw intricate lines.

NOTE: Maps of Royal Oak are available from the City Hall or School District, City of Royal Oak.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MODEL OF ROYAL OAK

II. ACTIVITY FORMAT:

A. Tools and Materials

4' x 4' plywood

scissors

zoning map of Royal Oak

multiple colored clay

multiple colored poster board

B. Human Aides and Resources

Parents to help

C. Procedures for this activity (with helpful hints)

1. Color key physical features and zoned areas.
2. Form physical features with color keyed poster board.
3. Form zoned areas with clay.



SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT  
PLANSHEET

TITLE: PRODUCING AND RETAILING

GRADE LEVEL: 5-6

GENERAL OVERVIEW: In this Production and Retailing section, many units have been integrated as a tentative guide for ideas. Throughout the unit run the following themes: economics, incorporation and operation of a company and product production, utilization and disposal.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books: The Social Sciences Concepts and Values, Harcourt  
Brace Javonovich, Inc.: n.t. 1970  
Elementary School Math Book 6, Addison Wesley  
Publishing Company, 1971  
Books on industry, banking, economics  
Career Opportunities, American Association of Ad Agencies,  
Inc., 200 Park Avenue, New York, N. Y. 10017

Films: ABC's of Hand Tools, Part I and II  
Our Productive Resources  
The Assembly Line in Modern Technology  
History of Money

Film-  
strips: What One Half Means  
Measuring How Long  
Introducing Economics Series  
Andy and Bank Series  
What is Automation

Cards: Tax exemption  
Social Security

2. Field Trips:

Cranbrook Science Room

Ford Motor Company - Wixom plant  
Wayne Oakland Bank  
Burger King  
W. T. Grant  
Lumber scrap yard  
Apple Orchard  
Bakery  
S. E. O. V. E. C.  
Swift Premium Company  
Royal Oak Waste Paper and Metal Company

3. Human Resources:

Advertising Consultant  
Carpenter  
Accountant  
Small businessman  
Salesman  
Secretary  
Payroll clerk  
Banker or credit union manager  
Representative from Department of Weights and Measures  
Sales representative from Swift Premium Advertising Company  
Art teacher  
Manager from W. T. Grant  
Public Relations Representative

4. Activities:

Role Playing:

Brainstorming for responsibilities  
Select jobs  
Produce booklets on an assembly line  
Manager  
Interviewers  
Workers  
Secretaries  
Supply Clerk  
Banker and Accountant  
Tax collector  
Insurance agent  
Medical Personnel  
Paymaster

Activities:

Apply for Job

Automobile Mass Production  
Bag Holder  
Booklets produced via assembly line  
Boomerang Puzzle  
Bulletin Board of Jobs  
Collection and Unloading of Paper at Scrap Yard  
Construct Wooden Book Holders  
Construct Wooden Book Shelves  
Develop Sales Vocabulary  
File Boxes  
Geoboards  
Keeping Up Territory Sales Maps  
Making a Slide-Tape Presentation for Parents  
Newspaper Collection  
Payday  
Selling Door to Door  
Silk Screening of Pennants, Banners and Cushions  
Tic Tac Toe Board  
UNICEF Activities  
Work Study Program at Grant's

UNIT TITLE: PRODUCING AND RETAILING

CONCEPTS

BEHAVIORAL OBJECTIVES

Social Science

Economics

As a result of this unit, each child will be able to:

Discuss critically the U. S. economic system including taxes, insurance, salaries, welfare and cost

Identify the variables in the costs of production (raw materials, labor, property, equipment)

Identify the variables in the costs of distribution and market demands

Compare and contrast the costs involved in a handmade product versus one quantity produced

Identify the variables that affect the cost when there is an over-supply of a product

Estimate number of purchases which can be made with money available

History

Propose and defend reasons for individual construction and assembly line production with regard to the Industrial Revolution

Sociology

Propose reasons and defend them why the whole group will benefit from project even though some members do not help or participate

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Group Discussion

Payroll clerk  
Banker or credit union manager

Small businessman

Small businessman

Sales representative of company

Role play individual craftsmen  
and assembly line workers

Conduct a paper drive

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS

BEHAVIORAL OBJECTIVES

Math

Cost-profit

As a result of this unit, each child will be able to:

Identify costs and compute profit for products made

Measurement

Measure the product and estimate the materials necessary for the product to be made

Compare measures of bushel, one-half bushel, peck, pound in the apple business

Banking

Devise and apply methods of banking and accounting as they relate to a classroom company

Division

Compute amount of money which must be taken in each week in order to reach desired goal for the year

Graphing

Make a bar graph to keep track of weekly totals of money taken in

Percent

Compute the depreciation of the buildings and equipment used to make a product over a given period of time

Payroll

Construct payroll plan by which company employees will be paid

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Role play a supply clerk

Small businessman accountant

Set up classroom company

Banker, credit union manager

Conduct a paper drive

Accountant

Conduct a paper drive

Accountant

Role play insurance agents

Set up a classroom company

Accountant, payroll clerk

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p data-bbox="247 525 375 556"><u>Science</u></p> <p data-bbox="295 598 774 630">Change (chemical &amp; physical)</p> <p data-bbox="295 777 446 808">Machines</p>	<p data-bbox="893 420 1460 483">As a result of this unit, each child will be able to:</p> <p data-bbox="893 598 1492 735">Discuss the chemical and physical changes which may occur in the process of making a finished product from a raw material</p> <p data-bbox="893 777 1524 924">Identify and recognize and discuss the application of the 6 basic machines (lever, screw, wheel and axle, wedge, pulley, inclined plane)</p>
<p data-bbox="247 1144 486 1176"><u>Language Arts</u></p> <p data-bbox="295 1207 630 1239">Writing and Speaking</p>	<p data-bbox="893 1218 1404 1249">Write ads to advertise products</p> <p data-bbox="893 1291 1404 1323">Write a sales promotion speech</p> <p data-bbox="893 1365 1500 1396">Write orders for products to be made</p> <p data-bbox="893 1438 1500 1470">Speak to groups to advertise products</p>



METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Baking, construction activities

Conduct an advertising campaign

Advertising consultants  
Public relations representative

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
<p><u>Art</u></p> <p>Design</p> <p>Lettering</p> <p>Graphic Communication</p>	<p>As a result of this unit, each child will be able to:</p> <p>Design and make posters for the purpose of advertising products</p> <p>Make appropriate lettering for needed projects</p> <p>Manipulate apparatus needed in the process of silk-screening</p>
<p><u>Careers</u></p> <p>People and their job roles:</p> <p>Reasons</p> <p>Functions</p> <p>Locations</p> <p>Managing</p> <p>Planning and Organizing</p> <p>Producing</p> <p>Purchasing Materials</p> <p>Processing</p>	<p>Identify, describe and apply the duties and responsibilities of the managing, financing and production personnel necessary to run a company</p> <p>Gather data, manipulate ideas, organize data and apply findings in the formation of a company</p> <p>Differentiate among materials so as to purchase the most appropriate ones for product produced</p> <p>Apply methods of forming, separating and combining where necessary to produce desired product</p>

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Conduct an advertising campaign

Art teacher  
Advertising consultant

Form a classroom company

Form a classroom company

Baking, constructing activities

Carpenter  
Small businessman  
Representative from Dept. of  
Weights and Measures

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
<u>Careers</u> (Continued)	As a result of this unit, each child will be able to:
Packaging	Prepare packaging materials for products manufactured
Servicing	Do the following, as it relates to the product: <ul style="list-style-type: none"><li>a) distribute</li><li>b) advertise</li><li>c) sell</li><li>d) repair</li></ul>
Personnel	
Interviewing	Identify personal qualifications relative to a particular job
Training	Identify needed background for a particular job
Working Conditions	Compare and contrast the economic rewards, physical environments and social environments of various jobs

METHOD OF IMPLEMENTATION

RESOURCE PEOPLE & MATERIALS

Form a classroom company

Conduct interviewing sessions

Small businessman  
Secretaries, or people from  
various career fields

APPLICATION BLANK ROOM 22

1. Name \_\_\_\_\_
2. Age \_\_\_\_\_
3. Address \_\_\_\_\_
4. Phone \_\_\_\_\_
5. What jobs would you like to do? Choose three.

PAYMASTER (1)  
INSURANCE AGENT (1)  
TAX COLLECTOR (1)  
WELFARE AGENT (1)  
SECRETARIES (2)  
INSPECTORS SUPERVISOR OR FOREMAN (2)  
CUSTODIAN (1)  
NURSE (1)  
SUPPLY CLERKS (2)  
MANUAL LABORERS

6. Put this list of words into alphabetical order and number them. Copy the list in your best handwriting.

choose	automobile
water	survey
green	glue
sticks	car
pizza	agent
write	please

- |    |     |
|----|-----|
| 1. | 7.  |
| 2. | 8.  |
| 3. | 9.  |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

7. List five people in your room that you would obey if they are chosen to be your boss.

- 1.
- 2.
- 3.
- 4.
- 5.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

#### PERSONNEL INTERVIEWING BY SPEECH STUDENTS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

career reference materials  
typewriter  
ditto masters  
mimeograph machine  
tape recorder

#### B. Human Aides and Resources

Speech therapist  
Teacher's Aide  
Secretary (verbal instructions)

#### C. Procedures for this activity (with helpful hints)

1. Researched information on job requirements. Worked up job descriptions
2. Decided on information needed for decisions
3. Prepared application blank and interview form (sample attached)
4. After instruction by secretary and teacher's aide, typed masters and ran off application blanks and interview forms
5. Discussed interview techniques and ethics
6. Practiced with tape recorder
7. Explained application and interview procedures to class
8. Interviewed, discussed results and made job recommendations
9. Formed cadre to continue interviewing as replacements are needed
10. Reviewed tapes of interviews to analyze speech performance

INTERVIEW FORM

1. Do you like math?
2. Are you well organized?
3. Are you good at math?
4. Could you handle money without making mistakes?
5. Are you interested in medicine?
6. Do you get upset when you see blood?
7. Do you feel sorry for people when they are hurt or in trouble?
8. What kind of work do you like best?
9. What are your hobbies?
10. What qualifications do you think an executive should have?



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAYDAY

II. ACTIVITY FORMAT:

A. Tools and Materials

mimeo machine (duplicator)  
pencils  
green paper for money  
posters for payroll and deduction counters  
master (duplicator) for money design  
bank (safe, box, etc.)  
payroll time voucher

B. Students involved:

1 collector and 1 secretary for each counter involved on  
payday (wages, insurance, welfare, taxes, personal & group  
deductions)

C. Procedures for this activity (with helpful hints)

1. Determine days worked
2. Bi-weekly pay distributed
3. Deductions taken out
4. Money kept or banked
5. Classroom materials and bills (electric, heat) paid for

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

PAYDAY

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

fake money  
signs for payroll personnel  
desks for payroll personnel

#### B. Human Aides and Resources

Royal Oak Payroll personnel

#### C. Procedures for this activity (with helpful hints)

Invite guest speakers to the classroom to discuss payday procedures, taxes, insurance and other deductions and why they are paid. Brainstorm with the class about amount of wages, bonuses and deductions they would like to employ in their payday. Through interviewing, employ certain classmates as payday personnel. Set up classroom in feasible manner, denoting each station as "wages," "insurance," "deductions," "taxes," etc. Have students compute their gross wages, personnel employees compute deductions from pay, and banker handle change. Proceed to pay out and collect wages and deductions. Use net pay in classroom later to purchase classroom materials, etc.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SALESMAN OR DISTRICT MANAGER

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Each group met as a territory
2. Criteria to be a manager:
  - a) Have sold door to door
  - b) Volunteer to apply for job
3. Each volunteer had one minute to prepare WHY he would make a good manager
4. Each presented their talk
5. Election was held

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DISTRICT MANAGERS - JOB

II. ACTIVITY FORMAT:

A. Tools and Materials

Ledger for each salesman

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Each district manager set up books
  - a) Listed each salesman
  - b) Number of candy bars taken
  - c) Many brought in daily
  - d) Help to project future ordering
2. Checks to see that salesmen stayed in own territory

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

SALES TALKS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

candy bars we sold

#### B. Human Aides and Resources

Salesman

#### C. Procedures for this activity (with helpful hints)

1. Points salesman brought out:
  - a) Always apologize for bothering them first
  - b) Briefly state your purpose
  - c) Would you like to buy two for \$2.00 or one for 50 cents?
  - d) Be sure to SMILE
2. Role playing with several students developing their sales talks
3. He bought from each student that tried - told them to always "know your product" - so we sampled the candy - they were more enthusiastic

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SALES TERRITORY AND SALESMAN

II. ACTIVITY FORMAT:

A. Tools and Materials

city maps that show house numbers  
map tacks (3 colors)  
individual territory log

B. Procedures for this activity (with helpful hints)

1. Three territories were set up
2. Each student lives in their territory
3. Each given own sales log (see attached sheet A)
4. Salesmen each put their own tacks on territory map
  - a) Red sales
  - b) White order
  - c) Black - no sales
5. Took future orders
6. Projected future sales to determine ordering second

## Candy Division

Manager \_\_\_\_\_

Territory (street) \_\_\_\_\_

ERIC  
Full Text Provided by ERIC

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DEVELOP SALES VOCABULARY

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

The following vocabulary was developed first through group discussion:

Enterprise  
Sales log  
Territories  
Sales representatives  
District Managers  
Persuasive  
Sales projection  
Accounts  
Graphs  
Sales talks



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WORK-STUDY PROGRAM AT W. T. GRANT

II. ACTIVITY FORMAT:

A. Tools and Materials

store  
manual from W. T. Grant

B. Human Aides and Resources

Manager of W. T. Grant  
Personnel at W. T. Grant  
Learning Resource Teacher

C. Procedures for this activity (with helpful hints)

1. Study background information about store including jobs involved and services performed
2. Invite manager over to the classroom to talk with students about store and jobs
3. Have students choose what job they would like to have at the store
4. Make name tags for each student
5. Go to store, work at designated jobs, with actual worker from store from 9:00 a.m. to 12:30 p.m.
6. Discuss, once back at school, just what each student did; pros and cons of each job

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A SLIDE-TAPE PRESENTATION FOR PARENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

tape recorder  
written material  
slides  
projector  
screen

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Have students view all slides taken from trip to W. T. Grant
2. Let them each pick a designated number of slides to explain, through writing
3. Write description of slide
4. Practice reading description, slowly and distinctly
5. Tape students' descriptions to go along with slides
6. Time slides and tape to go together
7. Present program to parents

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING APPLE PIE

II. ACTIVITY FORMAT:

A. Tools and Materials  
(Approx. size of class - 15)

15 cups sifted flour	Measuring cups
4, 5 tsp. salt	Rolling pins
4 cups shortening	Mixing bowls
24 tbsp. water	Pastry blender
2 cups white sugar	Pie pans
3 tsp. cinnamon	Paring knives
20 cups apples	Forks
(sliced thin)	Measuring spoons
3 cups brown sugar	Clean up materials
1-1/3 cups butter	

B. Human Aides and Resources

College students, older students or parents

C. Procedures for this activity (with helpful hints)

This activity is in two parts. First, students are placed in assembly line stations and do various duties they are responsible for. Next students take individual ingredients back to their seats and complete their pie.

Before all activity starts, areas and people involved should be inspected for CLEANLINESS.

Stations on assembly line:

WORK AREA I

1. Apple peelers - several
2. Apple corers - several
3. Apple slicers - several
4. Apple mixers - several

WORK AREA II

1. Pie crust makers - several
2. Pie crust rollers - several

3. Dough cutters - several
4. Pie Pan Fitters - several

Routine:

Apples are cleaned, peeled, cored, and sliced, then placed in containers where an apple mixer mixes necessary ingredients with the apples to make the appropriate pie filling. In a different area the piecrust is made, rolled and fitted into pie pans. At the completion of both work areas, individual students take necessary ingredients from each area and produce their own pie.

WORK AREA I - Apple Mixer's Directions:

Mix in bowl the following ingredients:

2 cups white sugar	1/2 tsp. salt
3 tsp. cinnamon	20 cups thin apple slices

Mix in separate bowl:

3 cups brown sugar  
3 cups sifted flour  
1-1/3 cups butter

WORK AREA II - Pie Crust Makers' Directions:

12 cups sifted flour	Note: This is a large quantity. More would be gained by using smaller recipe and several mixings to allow uniform mixture of ingredients and a more easily mixable dough.
4 tsp. salt	
4 cups shortening	
24 tbsp. water	

Mix flour, salt and shortening together with pastry blender until mixture holds firmly together. Add water, stirring mixture into a ball, making sure flour is moistened. Divide dough into 5 parts. Roll out dough 2 inches larger than pie plate; fit in pan. Fold up extended 2 inches of pie crust to edge of pan; flute between thumbs and forefingers. Prick crust with fork.

Individual students will then place mixed apples in pie shell, take the blended brown sugar, flour and butter, and sprinkle lightly over the apples. The student has a choice of topping pie with more crust or the brown sugar, flour and butter. The pie will be baked for 35 minutes at 400 degrees.

All left-over ingredients will be frozen and used at a later date to demonstrate how freezing is used to preserve foods.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

BAKING PIZZA (For about 8 people)

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

1 envelope dry yeast	1-1/2 c. drained canned tomatoes
2 T. warm water	1/2 c. chopped onions
1 c. boiling water	1/2 t. basil
1 T. shortening	1/2 t. oregano
1 t. salt	pepper
1/2 t. sugar	1/2 c. spaghetti sauce
3 c. presifted flour	1/2 c. sliced pepperoni
8 oz. shredded pizza cheese	

#### B. Procedures for this activity (with helpful hints)

1. Preheat oven to 425 degrees F. Grease pizza pan.
2. Soften yeast in warm water in small bowl. Let stand 5 minutes. Stir till dissolved.
3. Pour boiling water over shortening in bowl. Add salt and sugar. Stir until smooth. Cool to lukewarm. Stir in yeast.
4. Gradually add flour beating well to soft dough. Knead on lightly floured board until smooth. Stretch and pull to fit pan. Let rise in warm place for 15 minutes. Sprinkle on cheese. Top with tomatoes. Sprinkle with onions, basil, oregano and pepper. Spread on spaghetti sauce and pepperoni.
5. Bake in preheated oven for 25 minutes or until crust is golden brown. Cut into wedges.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

#### MAKING RULERS

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

saw - straight edge	sandpaper
standard unit of measure	paint
miter box	varnish
drill	paint brushes
wood	magic marker - fine line

#### B. Students involved:

9 in each line - 3 lines

#### C. Procedures for this activity (with helpful hints)

1. Make pattern (sample ruler)
2. Cut wood to length (1 ft. 36 in., etc.)
3. Using template (pattern) encircle marks on raw wood
4. Drill  $1/8$ " hole at 1" mark in center of ruler
5. Lightly sand wood
6. Place numbers by appropriate marks, use fine line magic marker
7. Varnish and hang to dry

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TIC - TAC - TOE GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

saw  
ruler  
power drill  
special drills

sandpaper  
marbles  
1x6 #2 W.P.

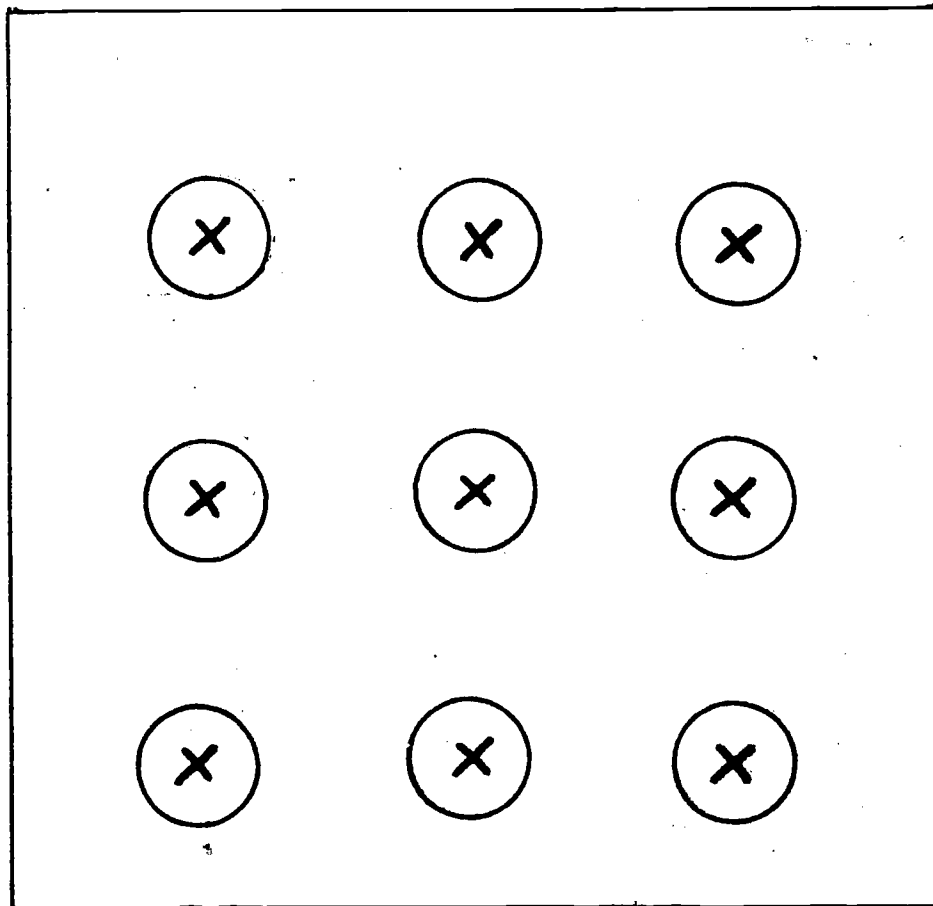
B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

Draw a square. Cut board with saw. Trace holes with a pattern. Drill holes. Sand and finish.

TIC - TAC - TOE PATTERN





HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SILK SCREENING OF PENNANTS, BANNERS AND CUSHIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

wrapping paper  
1 x 2" wood  
nails  
saws, hammers  
hinges  
T-square  
thread, needles  
foam  
organdy

scissors  
yardsticks  
brayers  
ink  
material - felt  
broadcloth  
sewing machine  
screwdrivers

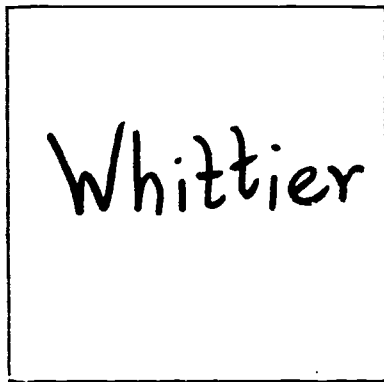
B. Human Aides and Resources

College students  
Parents  
Art teacher  
Professional artist

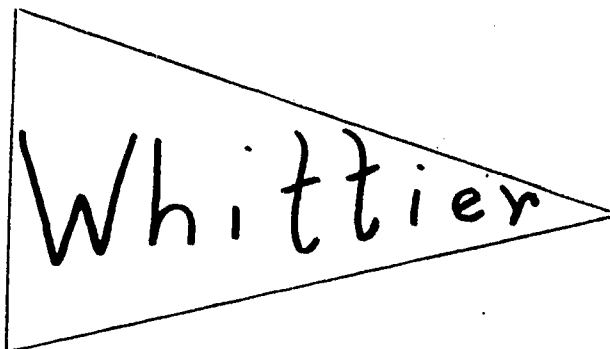
C. Procedures for this activity (with helpful hints)

1. Each child submit design, analysis and selection of design
2. Make frames stretch and attach organdy (this does not work for large screens)
3. Hinge screens to table
4. Measure and cut fabric, print
5. Sew cushions together, insert foam, hand stitch fourth edge. Attach streamers to pennants and banners
6. Package and deliver finished product
7. Collect money

- 111 -  
PRODUCTION AND RETAILING  
SILK SCREENING PATTERNS

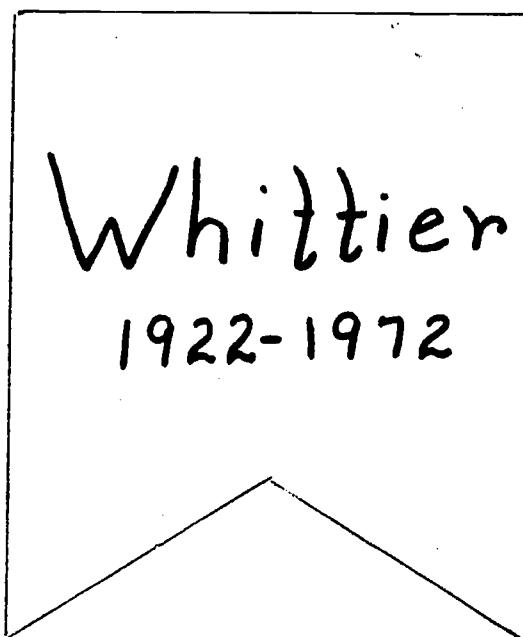


CUSHION 12" 12"



PENNANT

12" 28"



BANNER

18" 24"

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

MAKE "BOOMERANG" GAME

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

sabre saw	stain and varnish
shaper	marbles
power drill and kits	1 x 2 white pine #2
sandpaper	

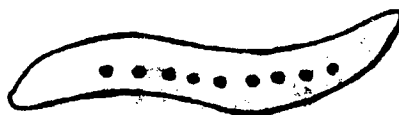
#### B. Human Aides and Resources

Parents to help supervise use of power tools

#### C. Procedures for this activity (with helpful hints)

Draw pattern (see attached). Trace pattern on wood and punch holes for drilling. Cut wood with sabre saw. Drill holes. Use shaper to smooth out rough cutting. Sandpaper till smooth. Stain varnish. Put finished product plus 8 marbles into "baggy." (Marbles: 4 red, 4 blue)

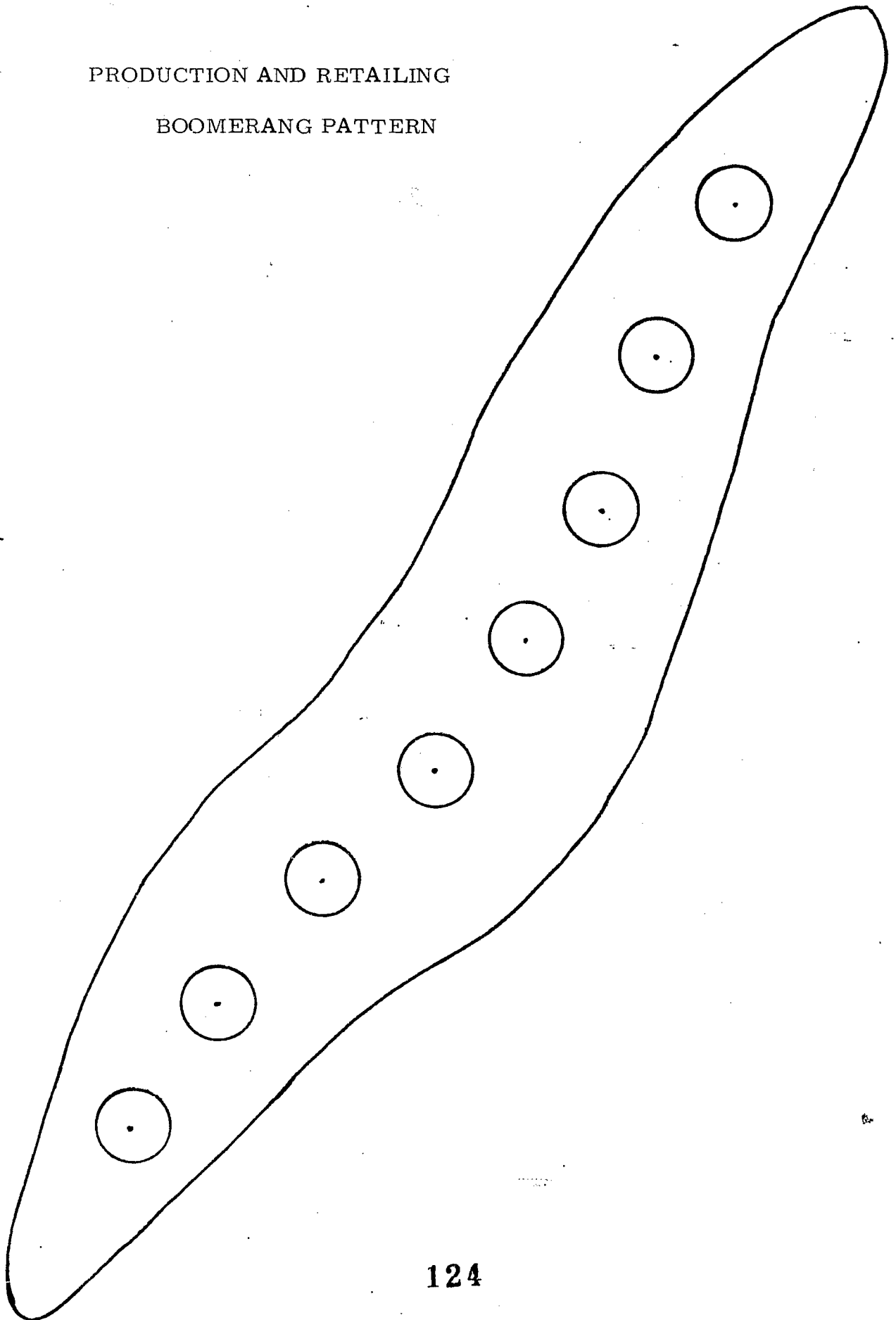
#### BOOMERANG PUZZLE



To set up this puzzle, put the marbles in the cups, all of one color on one side and all of the other color on the other side, leaving the center cup vacant.

The purpose of the puzzle is to move or jump the marbles to the opposite sides, one at a time, without moving any piece backwards. Moving or jumping is similar to checkers.

PRODUCTION AND RETAILING  
BOOMERANG PATTERN



## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

ASSEMBLY LINE - MAKING GEOBOARDS GAME

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

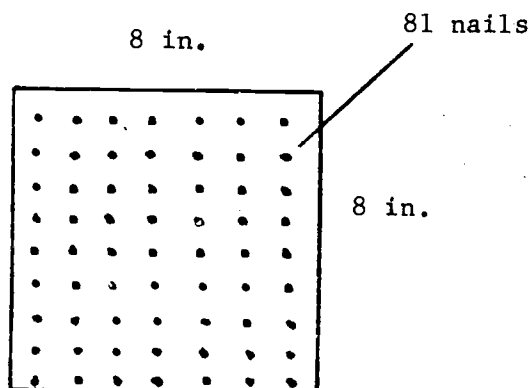
hammers	3/4" 17 finishing nails
saws	4 cans spray paint
C clamps	3/4" graph paper
sanding blocks	masking tape
plywood	newspapers (to cover tables for painting)

#### B. Students involved

2 - carpenters	2 - remove papers
5 - sanders	2 - painters
2 - cutters	4 - inspectors
2 - tapers	1 - foreman
10 - hammerers	

#### C. Procedures for this activity (with helpful hints)

1. Cut pieces of plywood into 8 in. square
2. Sand pieces of wood
3. Cut graph paper to fit square of wood
4. Tape graph paper to wood square
5. Hammer nails at intersection of points on graph paper  
(81 per 8 in. sq.)
6. Remove graph paper
7. Spray paint each geoboard



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING WOODEN BOOK HOLDERS

II. ACTIVITY FORMAT:

A. Tools and Materials

saws (dremel, coping, crosscut)  
vises and clamps (bench)  
two 8" x 8" plywood (to 1/2" thick) -  
sandpaper blocks  
stain for wood  
varnish or shellac  
sandpaper  
wood files

B. Human Aides and Resources

Teacher's aide  
Learning Resource Teacher  
(Parents and carpenters also suitable)

C. Procedures for this activity (with helpful hints)

1. Cut 8" x 8" plywood squares from sheet. Dremel saw will cut to 1/2" thickness. Otherwise, coping or crosscut saws required.
2. Outline form of book holders onto plywood squares with pencil or crayon.
3. With thin blade in dremel saw or with coping saw, cut pattern of book holders from square.
4. File edges of book holders with wood file if edges are rough.
5. Sand book holders smooth with grain: with coarse or medium and fine (to finish) sandpaper (coarse or medium determined by how rough wood is).
6. Stain or prime book holders. Let dry.
7. Shellac, paint or varnish book holders. Let dry.

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

#### CONSTRUCTING WOODEN BOOK SHELVES

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

saws (coping, crosscut, dremel)  
vises and clamps (bench)  
two 8" x 7" plywood (to 1/2" thick)  
sandpaper blocks  
sandpaper  
wood stain  
varnish or shellac  
wood files

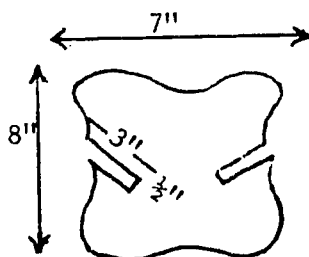
#### B. Human Aides and Resources

Teacher Aides

Learning Resource Person (carpenters, parents also suitable)

#### C. Procedures for this activity (with helpful hints)

1. Cut 7" x 8" plywood squares from sheet. Dremel saw will cut to 1/2" thickness. Otherwise, coping or crosscut saws desirable.
2. Outline pattern of book shelves on plywood squares with pencil.
3. With thin blade in dremel saw or with coping saw, cut pattern from plywood squares.
4. File edges of book holders if rough with wood file.
5. Sand book holders with grain until very smooth - begin with coarse or medium sandpaper (depending on how rough wood is). Finish with fine sandpaper.
6. Stain or prime book shelves. Let dry.
7. Paint, shellac or varnish book shelves. Let dry.
8. Cut 8" x 3" x 1/2" (two) boards of plywood. Sand, prime and paint. Let dry.
9. Insert wood boards into slots of pattern.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FILE BOXES

II. ACTIVITY FORMAT:

A. Tools and Materials

boxes  
cards  
Exacto knives  
tape  
glue

B. Human Aides and Resources

School secretary  
Parents  
Custodian

C. Procedures for this activity (with helpful hints)

1. Each was to make or find something to use as a box for cards
2. Cut down kleenex boxes, school boxes, etc.



## AUTOMOBILE MASS PRODUCTION

Parts List Per Car (Multiply number of parts of length of wood to determine total material needed per class)

- 4 Wheels
- \*2 Coathanger wire, 4-1/2"
- 4 1/2" Staples
- \*1 Pine, 3/4" x 1-1/2" x 8"
- \*1 Pine, 3/4" x 3-1/2" x 8"
- 4 Brads, 1"
- 4 1/8" I.D. - 3/8" O.D. Steel Washers

\*Denotes pieces

- (1) Cut 3-1/2" wide floor board to 8" length
- (2) Mark axle lines 1" from end of floor board
- (3) Cut 3/4" x 1-1/2" blocks to 3-1/2" lengths
- (4) Nail hood to base (2 nails)
- (5) Nail cab to base (from bottom)
- (6) Nail staples to the bottom of the floor boards
- (7) Sand front of truck
- (8) Sand sides of truck
- (9) Inspect
- (10) Attach wheels and axle to staples (use 2 washers)
- (11) Cut axles to 4-1/2" lengths
- (12) Attach one (1) wheel to axle
- (13) Inspect wheel alignment
- (14) Attach headlights
- (15) Final inspection

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE PRODUCTION OF BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper	tape
writing paper	glue
rulers	scissors
needles	thread

B. Human Aides and Resources

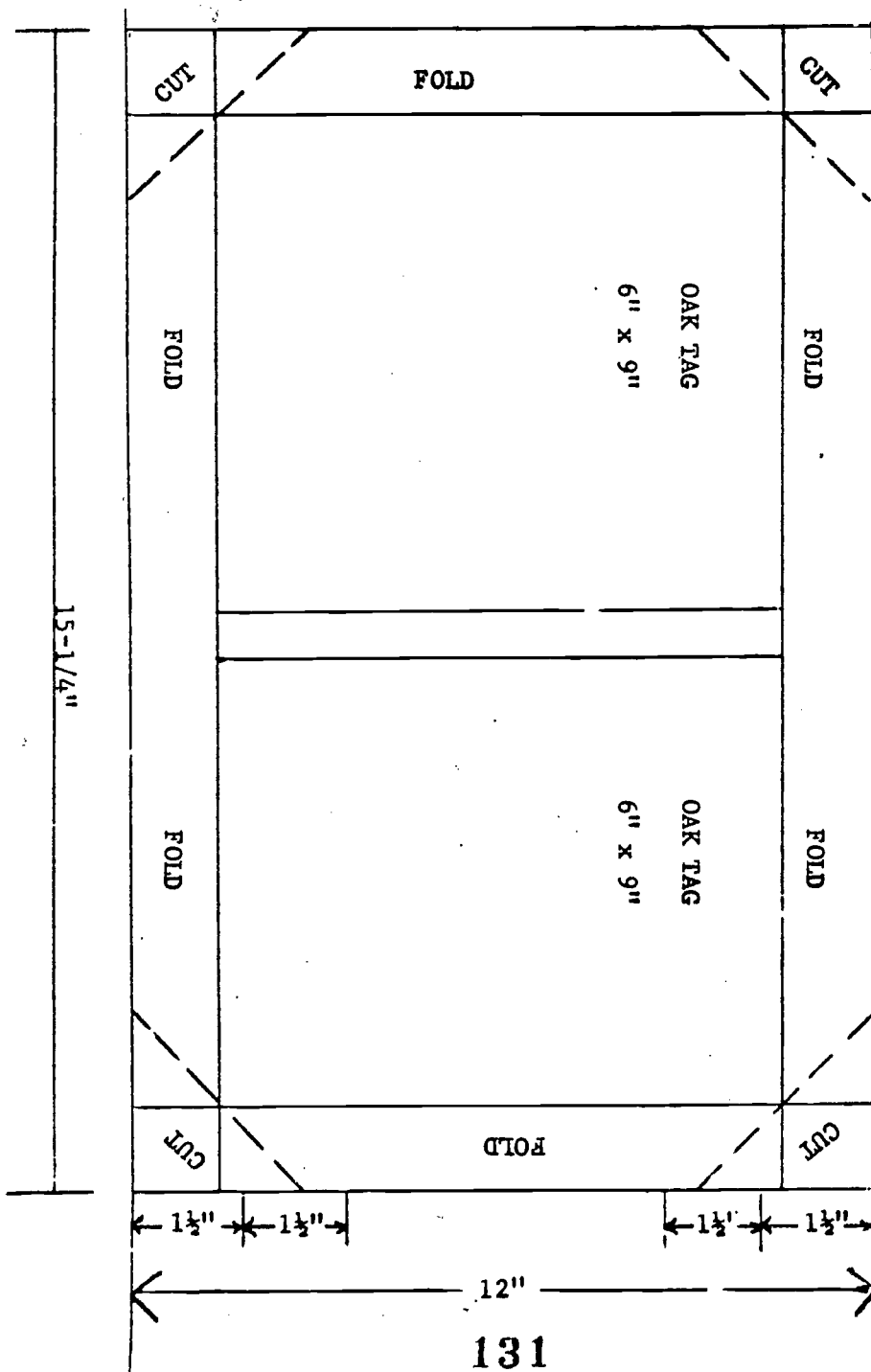
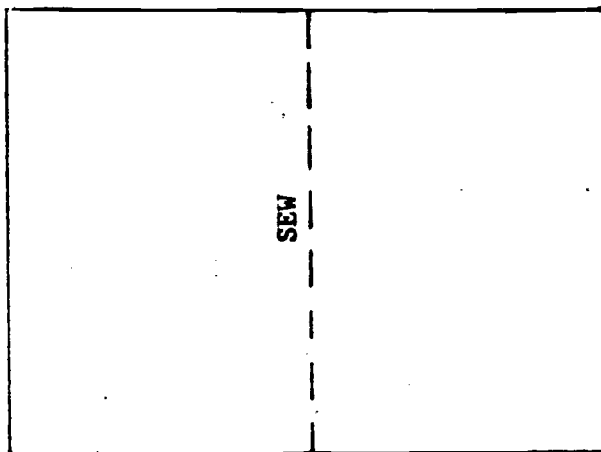
Two parents

C. Procedures for this activity (with helpful hints)

1. Lay out construction paper to desired dimensions (see drawing)
2. Cut off excess paper and fold
3. Count out the desired number of writing paper and background paper
4. Sew writing paper together
5. Place oak tag into folded portions of construction paper
6. Tape oak tag
7. Glue writing paper onto oak tag

Student jobs:

- |                        |                         |
|------------------------|-------------------------|
| 1. Layout              | 5. Sewers               |
| 2. Cutters and folders | 6. Tape oak in booklets |
| 3. Oak tag cutters     | 7. Final assembly       |
| 4. Paper counters      |                         |



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BULLETIN BOARD OF "JOBS"

II. ACTIVITY FORMAT:

A. Tools and Materials

magazines  
newspapers

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Youngsters brought pictures, articles, etc. from home
2. Group classified these as to products or services
3. Group classified these then as to type - sports, etc.
4. Group arranged a bulletin board

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLLECTING LABELS FROM COMMERCIAL PRODUCTS FOR UNICEF FUND

II. ACTIVITY FORMAT:

A. Tools and Materials

boxes for each product to put labels in

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Each student was a member of a label group
2. As labels were brought in, they were counted and put in individual boxes
3. Thermometers in hall, indicating progress, were kept up daily
4. End of project, all labels were boxed, tallied and sent to UNICEF

LABELS USED:

1. Clark Gum
2. Royal Pudding
3. Swift Premium Franks
4. Welch's Jelly
5. Willy Wonka Candies
6. Cap't Crunch
7. Kool-Aid

## HANDS ON ACTIVITY (STUDENT PERFORMED)

### I. NAME OF ACTIVITY

FORMING A COMPANY AND SETTING UP SIMPLE BOOKKEEPING  
ACCOUNTS FOR UNICEF LUNCH

### II. ACTIVITY FORMAT:

#### A. Tools and Materials

large notebook  
notebook paper  
rulers

#### B. Human Aides and Resources

Teacher

#### C. Procedures for this activity (with helpful hints)

1. Set up UNICEF Lunch Co. with officers
  - a) president
  - b) secretary
  - c) treasurer
2. Subsidiary Companies
  - a) Hot Dog Co.
  - b) Sandwich Co.
  - c) Chips Co.
  - d) Milk Co.
  - e) Kool-Aid Co.
  - f) Jello Co.
  - g) Pudding Co.
  - h) Apple Co.
  - i) Candy Co.

(these companies represent what was served at lunch)
3. Simple accounts were set up. Money for each company was computed by the number of orders, i. e., 200 hot dogs at 15 cents equals \$30.00. All expenses were deducted and profits were sent to UNICEF.
4. UNICEF Lunch Co. wrote all checks for each company and kept master books.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SHOPPING FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

shopping list  
checks to pay for food  
permission slip to go at any time during school hours

B. Human Aides and Resources

Teacher to drive

C. Procedures for this activity (with helpful hints)

1. Each company met and compiled their shopping lists
2. Teacher took each company on one day to shop
3. President or treasurer of Lunch Co. had to go to write check each time

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SELECTING MENU AND TAKING ORDERS FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

stencils  
3 colors of ditto paper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Selecting well balanced menu, fair prices for each item, type up stencil and run off on 3 colors (each color represented each of 3 days lunch was served).
2. Collecting orders and money. Each was checked to see if order and money was correct.
3. Compile individual orders for each company for each day.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COOKING UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

school kitchen  
daily menu amounts to prepare

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Set up on wall, sheets with amounts needed, i.e., 40 hot dogs, 10 sandwiches, 15 chips
2. Jello group was always first because of time needed to set
3. Pudding group made instant pudding
4. Sandwich Co. made peanut butter and jelly sandwiches
5. Make up 3 kinds of Kool-Aid
6. Apples were washed
7. Chips were put in individual bags
8. Hot dogs were cooked just before lunch time

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PRODUCTION LINE FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

long tables (5) covered with white butcher paper in  
gym by kitchen  
lunch tables in gym  
waste paper baskets  
trays from Kimball

B. Human Aides and Resources

Extra adults to supervise hot dog cooking

C. Procedures for this activity (with helpful hints)

1. Tables set up
2. Chart for each person's job for the day. (For example: one person would serve one day, act as waitress second day, and third clean-up)
3. Set up food in order of menu backwards (starting with desserts and ending with hot dogs to keep them hot)
4. Classes were given back their order and brought to line
5. Order and tray followed down line and food put on
6. End of line, order was checked and waitress took tray to seat

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CLEAN-UP FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

sponges  
pails of water  
mop

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. As this was to be like a restaurant, students just left their tables when finished
2. Food was put away first
3. Tables were washed and put away

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRICK OR TREAT FOR UNICEF

II. ACTIVITY FORMAT:

A. Tools and Materials

UNICEF boxes  
money rolls from bank

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. A tentative order was taken for each room to the number of boxes needed
2. Obtained boxes from local supplier (Bloomfield Hills Volunteer)
3. Boxes handed out on Halloween (lists with names were kept for each room)
4. Collection of boxes the next few days
5. Counting and rolling up money for banking

III. RESULTS OF THIS ACTIVITY

More money was collected this year than ever before and the class felt it was because of the successful lunch.

SUMMARY OF UNIT RESULTS

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Title of Unit \_\_\_\_\_ Duration of Unit \_\_\_\_\_

Number of Students Participating \_\_\_\_\_ Grade Level \_\_\_\_\_

EVALUATION

1. Were both objectives reachable?  
If not, changes needed \_\_\_\_\_

\_\_\_\_\_

2. Were materials readily obtainable? \_\_\_\_\_

\_\_\_\_\_

3. Were components suitable for grade level?

field trips \_\_\_\_\_

resource people (role models) \_\_\_\_\_

activities \_\_\_\_\_

A-V material \_\_\_\_\_

4. What changes would you make if you did this unit again? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PARENT AND COMMUNITY INVOLVEMENT



Vital parts of an Integrated Teaching Unit include parental involvement, community resources and field trips. The involvement of parents and community in the educational process is one of the expressed purposes of Project "LET". Parents play a major role in career development and are often the primary source of occupational information to a child. This suggests the importance of including parents in occupational programs. Goal number 5 of the Michigan Department of Education states: "Parental participation: Michigan education must develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities."

A letter explaining the purposes of Project "LET" was sent to the parents at the beginning of the school year. Included was a resource questionnaire which encouraged parents to share their occupations by visiting the classroom. Those parents who had hobbies, talents, or time to assist in classroom activities were also listed for future contact.

The responsibility for making the contacts may be shared by the classroom teacher, a parent representative, and the project coordinator. Each teacher should have access to the compiled list of potential sources.

When a teacher has contacted a resource person (directly or indirectly), that person should be sent a list of suggested questions or an outline of material the teacher thinks would be appropriate. A communication confirming time, date and types of presentation should be sent to the resource person, teacher (if teacher did not make contact), and principal. A follow-up letter of thanks may be sent to the resource person by the classroom teacher and/or students.

### SUGGESTED TOPICS FOR DISCUSSION OF GUEST SPEAKERS

1. Why do you work?
2. What do you do?
3. Where do you work?
4. Do you use tools? If so, what kind?
5. Do you need to wear a particular kind of clothing for your work?
6. What kind of training does your job require? On job and/or off job training?
7. What do you like about your job?
8. What are the chances for advancement?
9. Are there disadvantages about your job?
10. Why is your job important to: families, schools, communities, cities, states and nation?
11. How does your job help me and others?

Field trips enable the child to see and dialogue with people working, the type of work they do, the tools they use, working environment, and the product or service involved.

A sample list of community resources might include the following:

- Buildings: museums, libraries, offices, retail stores, shopping centers, old homes, city and township government offices, arts and crafts studios, factories, auditoriums
- Organizations: professional, civic, athletic, religious service, commercial, political, ethnic
- People: artists, craftsmen, professional people, businessmen
- Recreational facilities: pools, bowling alleys, skating rinks, playing fields
- Commercial businesses: restaurants, dry cleaning establishments, food stores, automobile dealerships, banks
- Industries: construction sites, manufacturing plants



PARENT RESOURCE COMMITTEE

PROPOSAL:

To organize a parent volunteer committee, one member to be selected from each Project "LET" school, for the purpose of developing community resources to be utilized by project teachers.

RATIONALE:

The Parent Resource Committee would be of great assistance in seeking and securing community resources. We have found during the operational phase of the project, that it is impractical to expect either the teachers or the project coordinator to perform this task without this important resource.

STRUCTURE:

"LET" Parent Committee shall be comprised of one parent representative from each project school, one principal from a participating "LET" school, the project coordinator, and project director.

PURPOSE:

To expose students to a variety of careers through contact with someone in the field and to provide students first hand career development experiences by taking field trips to the places of employment and/or exposure to occupational role models.

1. To develop lists of community resources (speakers and field trips).
2. To serve as an advisory group for the development and organization of the project.
3. To serve as liaison between project staff and local P.T.A. executive board.

ORGANIZATION:

1. Committee will meet monthly, or as deemed necessary by the committee.
2. Agendas will be mailed prior to each meeting.
3. Minutes of the meeting will be distributed to each committee member and other school personnel involved within one week following meeting.
4. Pertinent project materials will be shared with the committee members.
5. Committee members will be furnished with the print out of resource people and trips available in addition to the updated print out made available to teachers.

COMMITTEE MEMBER RESPONSIBILITIES

Each parent committee member will assist the building principal:

1. in keeping the local P. T. A. executive board informed of pertinent matters relative to Project "LET" development.
2. in working with Project "LET" room mothers to compile a list of parent occupations and resources within the school.
3. with the cooperation of the Project "LET" teachers, submit a monthly bulletin for the school P. T. A. newsletter. This could include current integrated teaching unit topics, list of resource people utilized, student letters sent to resource people and field trips taken.

## GUIDE FOR "LET" COMMUNITY RESOURCE PHONING

A list of suggested ideas for telephoning:

What is it?

Have you heard of Royal Oak Project "LET"?

- (1) Learn about the World of Work by doing
  - (2) Students gain learning experiences by hands on projects
- 

Why:

- (1) It helps the student relate what he is studying to the World of Work
  - (2) It acquaints children with various kinds of workers and the roles they play in the community life
  - (3) It helps bring in the richness of the community resources and knowledge into the classroom
- 

We are -

Compiling a list of resource people we can call on to:

- (a) speak to the class
- (b) demonstrate
- (c) field trips
- (d) lead an activity

How you can help:

Your background in \_\_\_\_\_

Can help our students understand more about the world of work.

As a guide, I will send you a list of questions which may be of assistance to you. Before your presentation the teacher will forward specific questions students have asked about your job.

When:

At your convenience during school hours -

- (a) Approximately 10 - 15 minutes introduction about your job - then question and answer period for 30 minutes with students
- 

May we add your name to our resource list?

### Guide for Resource Person

One of the purposes of Project "LET" is to expose students to a variety of careers through contact with someone in the field. The following questions may be of assistance to you in preparing your presentation. Allow approximately 45 minutes for the presentation including questions and answers. Any objects, props, materials or visual aid which you could use in your talk will enhance your presentation and make it more realistic to students. When you send an object around the room for viewing, please give enough time for students to examine it before you continue your presentation.

What do you do?

What kind of equipment or tools do you use?

Why is your job important?

How does your job affect me?

Where are you employed?

How large is the place of business?

What responsibilities does your job entail?

What training is required for this position?

What experience is necessary?

What are the physical requirements?

Is your job primarily an outdoor or indoor one?

What are chances for advancement?

Do you enjoy your work?

What do you like about your job?

What do you dislike about your job?

Do you work on a product or with people?

Please note: Before your presentation the teacher will forward specific questions students have asked about your job.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

DATE \_\_\_\_\_

RESOURCE PERSON

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_

OCCUPATION \_\_\_\_\_

BEST TIME TO CONTACT \_\_\_\_\_

HOW FAR IN ADVANCE? \_\_\_\_\_

DAYS AVAILABLE \_\_\_\_\_ HOURS AVAILABLE \_\_\_\_\_

ONCE A MO. \_\_\_\_\_ TWICE A MO. \_\_\_\_\_ EVERY OTHER MO. \_\_\_\_\_

GRADE LEVEL PREFERENCE, IF ANY (1-6) (7-8) (9-12) \_\_\_\_\_

SCHOOL PREFERENCE, IF ANY \_\_\_\_\_

DO YOU HAVE CHILDREN IN THE ROYAL OAK SCHOOL SYSTEM? \_\_\_\_\_

WHAT SCHOOL? \_\_\_\_\_

WOULD YOU LIKE TO SPEAK AT MORE THAN ONE SCHOOL? YES \_\_\_\_\_ NO \_\_\_\_\_

\_\_\_\_\_  
DAY CONTACT MADE

\_\_\_\_\_  
PERSON MAKING CONTACT

NOTE: Make an additional copy of this Resource Person form to be filed with the LET Office. Keep the original for your own file.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK  
LET PROJECT - RESOURCE PERSON AND/OR FIELD TRIP REQUEST

FROM TEACHER

Date Requested	Time	Topic and/or Activity	No. People Needed	Teacher	School	Grade
Option One:	Option One:					
Option Two:	Option Two:					

DESCRIPTION OF NEED:

151

FROM LET OFFICE: CONFIRMING

Date Coming	Time	Topic and/or Activity	Name of Person	Occupation

TEACHER COMMENTS AFTER PRESENTATION

Please return this form to LET Office

FIELD TRIP LOCATIONS

\_\_\_\_\_  
Job Cluster

NAME OF COMPANY AND ORGANIZATION \_\_\_\_\_

\_\_\_\_\_  
ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_

CONTACT PERSON (Such as public relations department, personnel, etc.) \_\_\_\_\_

LIST OCCUPATIONS:

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

BEST DAY AND TIME FOR VISIT: (circle day and AM or PM)

MON.

TUES.

WED.

THURS.

FRI.

AM  
PM

AM  
PM

AM  
PM

AM  
PM

AM  
PM

IS PARKING AVAILABLE? \_\_\_\_\_

GRADE LEVEL OF STUDENTS PREFERRED FOR TOURS \_\_\_\_\_

NUMBER OF STUDENTS THAT CAN BE ACCOMMODATED \_\_\_\_\_

LENGTH OF TOUR \_\_\_\_\_

IS A GUIDE AVAILABLE FOR A TOUR? \_\_\_\_\_

ANY SPECIAL INSTRUCTIONS FOR PREPARATION OF STUDENTS FOR

TRIP \_\_\_\_\_

\_\_\_\_\_  
DAY CONTACT MADE

\_\_\_\_\_  
PERSON MAKING CONTACT



\_\_\_\_\_  
Job Cluster

FIELD TRIP INFORMATION

TYPE OF BUSINESS \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

CAN STUDENTS TAKE FIELD TRIPS AT YOUR PLACE OF EMPLOYMENT?

YES \_\_\_\_\_ NO \_\_\_\_\_

HOW MUCH ADVANCE NOTICE NECESSARY? \_\_\_\_\_

PREFERRED DAY \_\_\_\_\_ TIME \_\_\_\_\_ SEASON \_\_\_\_\_

WHO TO CONTACT TO MAKE PLANS (Name) \_\_\_\_\_

(Phone) \_\_\_\_\_

NO. OF STUDENTS THAT CAN BE ACCOMMODATED \_\_\_\_\_

GRADE LEVEL PREFERRED, IF ANY \_\_\_\_\_

LENGTH OF TIME OF FIELD TRIP \_\_\_\_\_

ANY SPECIAL INSTRUCTIONS FOR PREPARATION OF STUDENTS FOR TRIP

\_\_\_\_\_

\_\_\_\_\_

IS A GUIDE AVAILABLE FOR TOUR? \_\_\_\_\_

IS PARKING AVAILABLE? \_\_\_\_\_

\_\_\_\_\_  
DAY CONTACT MADE

\_\_\_\_\_  
PERSON MAKING CONTACT

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

Elementary

Resource Person Survey

Please list resource people who you could utilize within Integrated Teaching Units from now through June, 1974. Do not list specific names or dates needed; this survey will aid the parent resource committee in tentatively identifying resource people for specific request at a later date.

<u>MO. NEEDED</u>	<u>RESOURCE FIELD</u>	<u>INTEGRATED TEACHING UNIT</u>
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____

Your Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Return to LET Office by December 5, 1973

## THE PARENT'S ROLE IN CAREER EDUCATION

Parents inevitably influence development of attitudes and the choices of careers of their children. To enable the parents to help their children with career education, the following questions should be considered:

1. Why should career education be emphasized?

Many people who have achieved material success in their careers are unhappy. It is quite clear that young people need career education while in their formative years.

2. When does career education begin?

Most authorities in the field of career education believe that this should be a life-long process, beginning in pre-school years and continuing throughout life. Donald E. Super, who has probably done more in career education than any one, indicates that career education should encompass five stages: growth, exploration, establishment, maintenance, and decline. Eli Ginzberg, on the other hand, speaks of three "stages" of career development: fantasy, tentative, and realistic. Robert Hoppock indicates that career choice is based upon psychological needs.

3. How is home environment related to career development and selection?

Research has indicated that there is a high correlation between home environment and career development and, ultimately, career choice. For example, a young person who is taught to revere material possessions is not likely to be interested in social service as a career. The attitude in the home toward one's fellow man as a human being is most important. Research has pointed out that job dissatisfaction and job loss are due to breakdown in intrapersonal relationships rather than to lack of ability.

4. When should a child begin to explore careers?

Most authorities indicate that children should be exposed to career possibilities through the home, school, and various work activities beginning at the elementary level. Parents should be reminded that it is wise to restrain the natural urge to make decisions for their children rather than with them.

5. What are schools and employment agencies doing in this field?

As pointed out previously, many cities and states are making some progress in the area of career education, but more is needed.

6. How much education will a child need?

This depends upon the chosen career. The parent and the child need accurate, realistic information about any career being considered. The Educational Policies Commission recommends that all youth continue their education for two years beyond high school, regardless of what career is being considered.

7. Should a parent ever choose a career for his child?

Most authorities would say no. In the majority of cases, the well-meaning parent interferes with career decisions by denying his children the opportunity to investigate and choose careers.

8. Should a parent encourage his child to work part time while in high school?

Most authorities would say yes, with the stipulation that the time and effort should not interfere with school activities and studies.

9. Do young people give adequate thought to the choice of a career?

Most authorities would agree that the majority of young people are not inclined to give serious and adequate consideration to the choice of a career, being more concerned with their own immediate interests. Dr. James B. Conant's book, Slums and Suburbs, indicates that students without a reasonably concrete career choice tend to drop out of school at an earlier age than those with sound career choices, usually to join the ranks of the unemployed.

10. Where can parents find help?

The school counselor should be one of the best sources for assistance. Other sources of assistance are the local employment office, local and state agencies, Veterans Administration if a student is eligible, community or college counseling centers, if available, and reputable private counseling centers.

Reference

Knapp, Dale L., The Parent's Role in Career Development, Washington, D. C., National Vocational Guidance Association, 1967.

# INSERVICE EDUCATION



A minimum 30 hour workshop was held for all the project teachers.

Its purpose was essentially to introduce the program participants to:

1. Understanding the theories of career development;
2. Application of an activity-oriented career awareness program to the classroom curriculum;
3. Technology in today's society;
4. Acquire a basic knowledge and skill for the use of various tools and materials;
5. Correlate each specific unit with existing curriculum;
6. Orient program participants to effective means of utilizing community resource people;
7. Relate the knowledge of technology and its resources to the classroom curriculum;
8. Understand organizational matters such as budgetary allowance and procurement procedures for tools, materials, etc.

To meet these objectives during the summer workshop, various techniques were employed such as guest speakers on relevant topics, uses of brainstorming techniques, and diverse workshop activities pertaining to applicable technology for the classroom. A final summer workshop evaluation was conducted to determine its effectiveness.

Bi-weekly inservice meetings throughout the school year were offered for all first year project teachers to augment summer workshop objectives; to plan, revise and evaluate integrated teaching units; and to further expose the teachers to methods and materials pertaining to the World of Work. Second and third year project teachers attend monthly inservice sessions, either within their school building or at the project office. It has been the experience of the project staff that a minimum of one half day per month should be allocated for inservice, regardless of the experience level of the teacher. Teacher planning, material pilot testing and evaluation are important components of teaching career education which require teacher development.

A sample agenda follows to more completely describe the purpose and format of the released time inservice.

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SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET - Elementary

October 26, 1973

TO: All 5 - 6 Project LET Teachers

FROM: Irene Mann, Paul Kuwik

RE: Project LET Inservice, "Motivation for Learning"

Wednesday

November 7, 1973

8:30 - 3:15

Upton School

Room 109

AGENDA

8:30 - 8:45 Social Interaction

8:45 - 9:00 Motivation

9:00 - 10:00 Career Awareness - Role Models

Mr. Beltz, City of Royal Oak Planning Department

Mr. M. Sewell, Real Estate

Mr. LeRoy Lyon, Royal Oak Chamber of Commerce

10:00 - 11:30 Exploring, Synthesizing and Utilizing In-put from  
Role Models

11:30 - 12:30 Lunch on your own

12:30 - 2:00 Field testing of activities appropriate to themes

2:00 - 3:00 Planning - infuse into units the concepts, objectives,  
methods of teaching and resources necessary for  
implementing in YOUR classroom

3:00 - 3:15 Evaluation of workshop

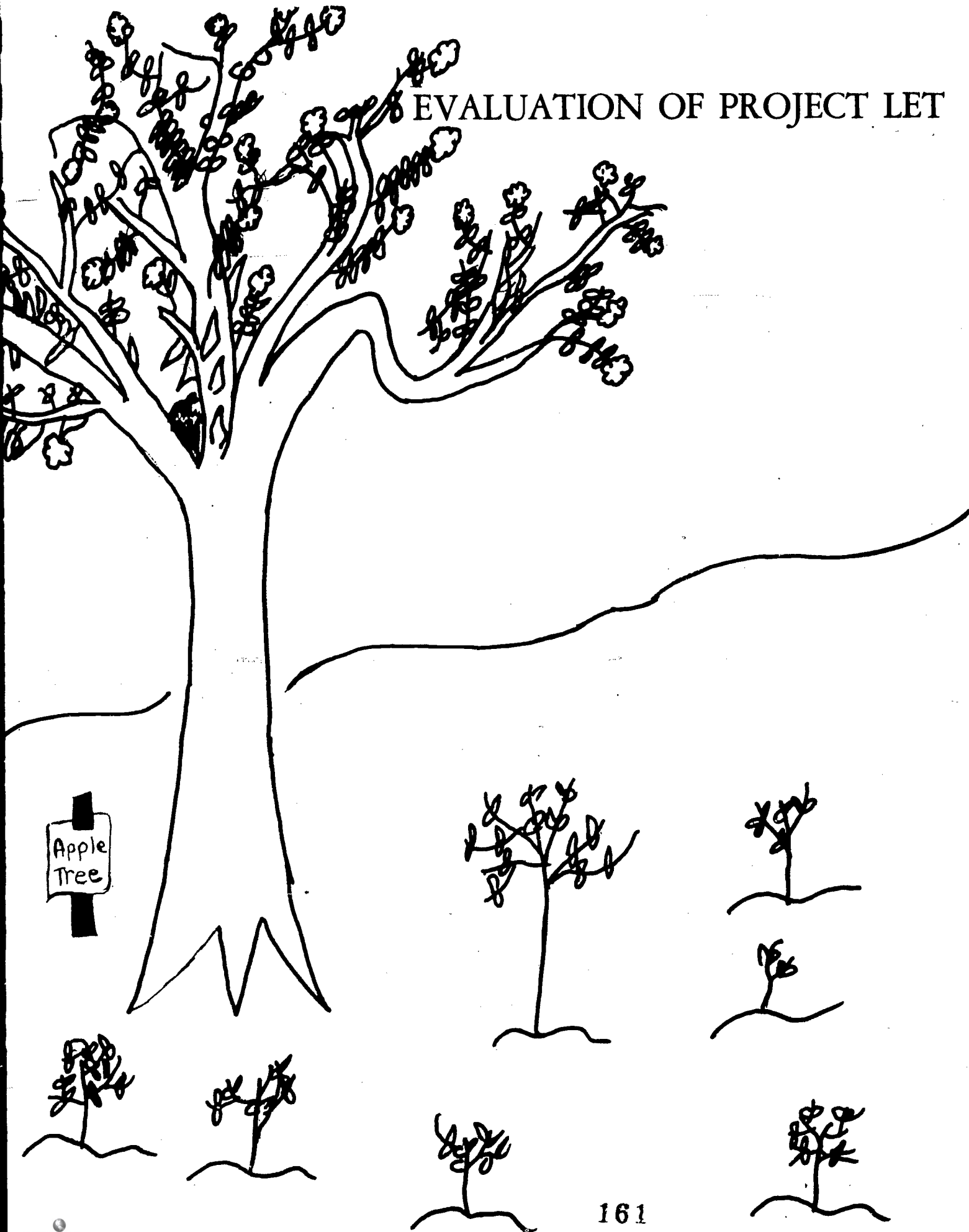
OBJECTIVES

As a result of this workshop, each participant will be given the opportunity to:

- a. Discuss characteristics of careers with resource people from local business and industry.
- b. Field test activities which can be implemented within integrated teaching units.
- c. Plan an integrated teaching unit for implementation.



# EVALUATION OF PROJECT LET



The purposes of Project LET, as stated in the objectives, are to (1) improve the students' attitudes toward school and its activities, (2) increase their knowledge about total life careers, and (3) to improve their basic academic skills. Secondary objectives include the development of favorable attitudes toward students, teachers and lay personnel toward Project LET and its activities. The following process and product strategies will be used in the evaluation of the project:

### PRODUCT EVALUATION

A post-test-only-control group-design will be utilized to determine the difference between the experimental (Project LET students) and the control (Non-LET students) groups. A stratified random sampling procedure will be utilized to select the control and experimental groups. The strata include academic class and three levels of socio-economic status (high, medium and low).

The instruments include a school attitude form, an awareness of careers inventory and a standardized academic test. With the exception of the career inventory, the instruments have been tested with similar groups and have coefficients of reliability. The awareness of careers inventory was developed by consultants working in concert with the Project staff and is to be considered a pilot instrument.

The instruments will be administered to the control and experimental groups within the same time frame of normal class periods. Standardized answer sheets will be used and will be scanned by data processing equipment. The data will be analyzed by data processing methods and interpreted by the Project staff.

### PROCESS EVALUATION

In addition to determining the change in the product, the student, the Project also looks at the process used to create the desired change in the student. The process format includes questionnaires completed by the students and the involved personnel. At the conclusion of each school year, a team of educators representing all discipline and function levels will interview randomly selected teachers. These personal interviews will attempt to provide the opportunity for the classroom teachers to explain their concepts of Project LET to an individual who is not directly related to the administration of the Project. The results of the interviews are summarized by a non-Project staff member and presented to the Project staff in a closed session.

In addition to the product and process phases of the evaluation, logs are maintained by the participating teachers to record specific success, problems, failures, and other significant data for staff review. This data will be used both by individual teachers and Project staff in an ongoing evaluation throughout the school year.

CLASSROOM TESTING TECHNIQUES

I. FORMAT

- A. For expediency, short answer questions, multiple choice, true-false, matching, or other questions which can be scored through use of standardized answer sheet would be most appropriate.
- B. Questions should be compiled in a question bank with six to eight questions for each behavioral objective.
- C. Make sure questions are written at the student's reading comprehension level.
- D. Questions can be read to students who are non-readers.
- E. Pre-test and post-test questions should be different.

II. Number of questions needed to establish if the students have achieved a unit objective.

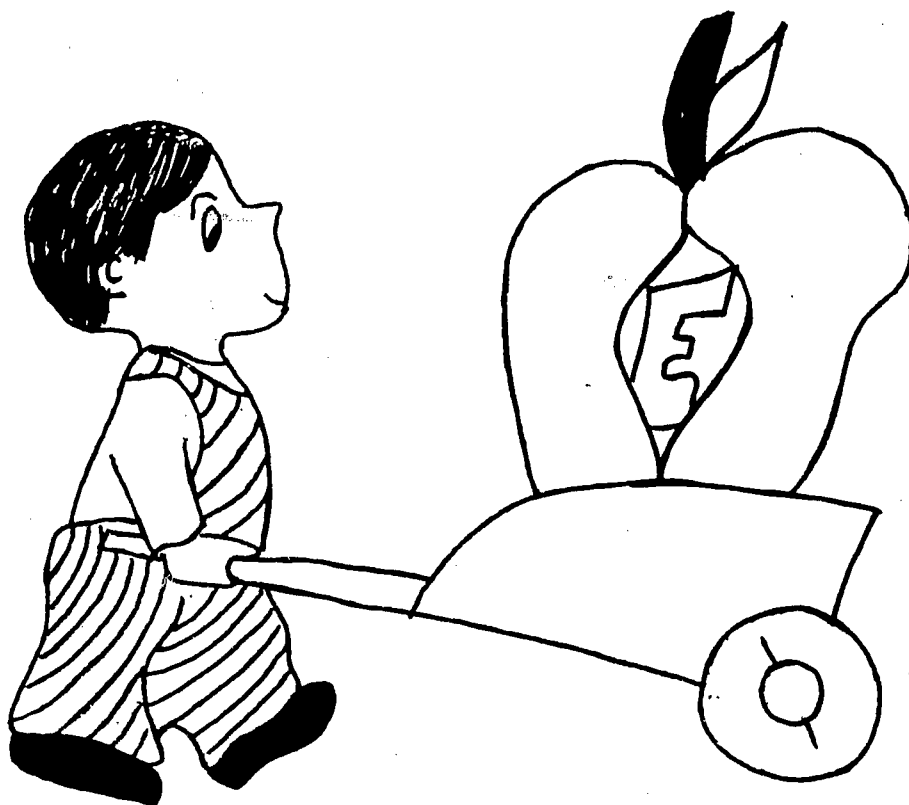
Using objective and proper questions, you can assume that, 95 times out of 100 times, the student answers are a true reflection of his knowledge, if you use the following table as a guideline.

Table I

Relationship of Questions to Achievement Level

Number of items permitted to be wrong	Number of choices for each Test Item			
	2	3	4	5
0	5	4	3	2
1	7	6	5	4
2	10	7	6	5
3	11	9	8	7

## SELECTED TEACHERS REFERENCES



Elementary Resources

8 MM Film Loops

Encyclopedia Britannica  
Educational Corporation

Air Conditioning & Refrigeration  
Mechanics

Airplane Mechanics

All Round Machinists

Appliance Servicemen

Assembly Occupations

Automotive Body Repairman

Automotive Mechanics

Bricklayers

Carpenters

Cement Masons

Cooks & Chefs

Cosmetologists

Customer Service

Dental Assistant

Dental Hygienist

Dental Lab Technicians

Dispensing Opticians & Optical Laboratory Mechanics

Electricians

Forestry Aide

Fire Fighters

Gasoline Service Station Attendants

Glaziers

8 MM Film Loops - Cont.

Licensed Practical Nurses

Linemen & Cable Splicers

Local Transit Bus Drivers

Local Truck Drivers

Machining Operations

Mail Carriers

Medical Lab Technologists

Operating Engineers

Over the Road Truck Drivers

Painters & Paperhangers

Photographers

Plumbers and Pipefitters

Policemen & Policewomen

Postal Clerks

Registered Professional Nurses

Routemen

Salesmen & Saleswomen in Retail Store

Sheet Metal Workers

Stewardesses

Surveyors

Telephone Craftsmen

Telephone & PBX Installers and Repairmen

Television & Radio Service Technicians

8 MM Film Loops - Cont.

Transmissions & Dist.

Truck Mechanics & Bus Mechanics

Vending Machine Mechanics

Waiters & Waitresses

Welders Oxygen & Arc Cutters



"WORLD OF WORK" Pre-Vocational Film Strips in Color and Sound

K-3	ECF-101	Wally, the Worker Watcher	Copy I
	ECF-102	The Newspaper Boy	
	ECF-103	The Junior Home-maker	
K-3	ECF-101	Wally, the Worker Watcher	Copy II
	ECF-102	The Newspaper Boy	
	ECF-103	The Junior Home-maker	
K-3	ECF-104	Electrical Servicers	
	ECF-1-5	Gas and Oil Servicers	
	ECF-106	Telephone Servicers	
K-3	ECF-107	Mail Delivery	Copy I
	ECF-108	Dairy Product Delivery	
K-3	ECF-107	Mail Delivery	Copy II
	ECF-108	Dairy Product Delivery	
K-3	ECF-109	Drug Store	Copy I
	ECF-110	Super Market	
	ECF-111	Service Station	
K-3	ECF-109	Drug Store	Copy II
	ECF-110	Super Market	
	ECF-111	Service Station	
4-6	ECF-201	What Else do Fathers Do?	Copy I
	ECF-202	Just What do Mothers Do?	
4-6	ECF-201	What Else do Fathers Do?	Copy II
	ECF-202	Just What do Mothers Do?	
4-6	ECF-203	It's in Your Hands	Copy I
4-6	ECF-203	It's in Your Hands	Copy II
4-6	ECF-204	The Electrical Workers	Copy I
	ECF-205	The Gas and Oil Workers	
	ECF-206	The Telephone Workers	
4-6	ECF-204	The Electrical Workers	Copy II
	ECF-205	The Gas and Oil Workers	
	ECF-206	The Telephone Workers	
4-6	ECF-207	Getting the Goods to Users	Copy I
	ECF-208	...A Matter of Business	

Pre-Vocational Film Strips in Color and Sound - Cont.

4-6	ECF-207	Getting the Goods to Users	Copy II
	ECF-208	...A Matter of Business	
4-6	ECF-209	It's the Growing Thing	Copy I
	ECF-210	...At Your Service	
	ECF-211	Raw Steel to Rolling Wheels	
4-6	ECF-209	It's the Growing Thing	Copy II
	ECF-210	...At Your Service	
	ECF-211	Raw Steel to Rolling Wheels	
4-6	ECF-212	Food...Shelter...Clothing	Copy I
	ECF-213	Helping the Healing Hands	
4-6	ECF-212	Food...Shelter...Clothing	Copy II
	ECF-213	Helping the Healing Hands	

TEACHING GUIDES FOR:

K-3	ECF-102	The Newspaper Boy
	ECF-103	The Junior Home-Maker
4-6	ECF-204	The Electrical Workers
4-6	ECF-205	Gas and Oil Workers
4-6	ECF-206	Telephone Workers

Science Research Associates, OUR WORKING WORLD:

Grade 1 - FAMILIES - 3 records & script book	Copy I and II
Grade 2 - NEIGHBORHOODS - 4 records and script book	Copy I and II
Grade 3 - CITIES - 12 filmstrips and 6 records	Copy I and II
Grade 4 - REGIONS OF THE UNITED STATES - 5 copies of 36 Booklets	Copy I and II
Grade 5 - THE AMERICAN WAY OF LIFE - 5 copies of 36 booklets	Copy I and II
Grade 6 - Unavailable as of September 1973	

Science Research Associates, SRA, FOCUS ON SELF-DEVELOPMENT:

Grades K-2	STAGE ONE: Awareness (6 filmstrips w/cassettes)
Grades 2-4	STAGE TWO: Responding (6 filmstrips w/cassettes)
Grades 4-6	STAGE THREE: INVOLVEMENT: (6 filmstrips w/cassettes)

Noble & Noble, EVERYDAY ECONOMICS, overhead transparencies and masters  
BY GRADE LEVEL 1 through 6

Coronet, WORKERS SERIES - filmstrips

SVE, Singer - Visual Aids -  
(Picture-story Study Prints)

Police Department Helpers	Copies 4
Fire Department Helpers	Copies 4
Postal Helpers	Copies 4
Supermarket Helpers	Copies 4
Hospital Helpers	Copies 4

Guidance Associates, Filmstrips w/records

People Who Work in Science

People Who Help Others

People Who Make Things

People Who Organize Facts

People Who Create Art

People Who Influence Others

A. J. Nystrom & Company, Study Prints in full color, OUR COMMUNITY HELPERS

The Fire Department

The Police Department

Medical Helpers

The Postal Service

The Airport

The Bakery

The Zoo

The Supermarket

The Dairy

Also from Nystrom, Series I of PEOPLE OF OTHER LANDS, Study Prints

A Child's Life in Japan

Books

HOW SERIES - Publisher: Benefic Press

How We Get Our Shelter	You Visit a Spaghetti Factory Bakery
How We Travel on Water	You Visit a Newspaper Television Station
How We Travel on Land	You Visit a Steamship Airport
How People Earn and Use Money	How People Live in the Big City
How We Use Maps and Globes	How Farms Help Us
How Airplanes Help Us	How People Live in the Suburbs
How Communication Helps Us	How Printing Helps Us
How Families Live Together	How Schools Help Us
How Hospitals Help Us	
How Foods Are Preserved	
You Visit a Post Office Telephone Company	
You Visit a Dairy Clothing Factory	
How We Get Our Mail	
How We Get Our Clothing	
How We Get Our Dairy Foods	
How We Get Our Cloth	
How Rules and Laws Help Us	
How Our Government Helps Us	
How Weather Affects Us	
How We Celebrate Our Spring Holidays	
How We Celebrate Our Fall Holidays	

Books - Cont.

COME TO WORK WITH US - Jean and Ned Wilkinson - Beginning Sextant Series

Come to Work With Us in a Bank

Come to Work With Us in a TV Station

Come to Work With Us in Aerospace

Come to Work With Us in a Newspaper

Come to Work With Us in a Hotel

Come to Work With Us in an Airport

Come to Work With Us in a Department Store

Come to Work With Us in a Toy Factory

Come to Work With Us in a Dairy

Come to Work With Us in a Telephone Company

Come to Work With Us in a Hospital

Come to Work With Us in a House Construction

TEACHER'S GUIDES - Beginning Sextant Series "Come to Work With Us..."

Books - Cont.

YOUR WORLD SERIES - Pope/Emmons - Taylor Publishing Co.

- SERIES I
- Let's Build a House
  - Let's Take an Airplane Trip
  - Let's Visit the Fire Station
  - Let's Go to the Zoo
  - Let's Go to the Supermarket
- SERIES II
- Let's Take a Bus Trip
  - Let's Go to the Doctor's Office
  - Let's Visit a Ship
  - Let's Visit the Policeman
  - Let's Go to the Fair
- SERIES III
- Let's Visit a Farm
  - Let's Go Camping
  - Let's Visit a TV Station
  - Let's Go to School
  - Let's Visit the Post Office
- SERIES IV
- Let's Visit the Newspaper
  - Let's Visit a Spaceship
  - Let's Visit the Railroad
  - Let's Visit the Telephone Company
  - Let's Visit a Clothing Factory
- SERIES V
- Let's Visit a Bank
  - Let's Visit the Hospital
  - Let's Visit Mexico City
  - Let's Visit the Dairy
  - Let's Publish a Book
- SERIES VI
- Let's Visit a Paper Mill
  - Let's Visit a Mining Company
  - Let's Visit a Rubber Company
  - Let's Visit an Oil Company
  - Let's Visit an Electric Company
- SERIES VII
- Let's Choose a Pet
  - Let's Visit a Silver Company
  - Let's Visit a Bakery
  - Let's Visit a Flower Shop
  - Let's Visit a Furniture Factory

Books - Cont.

SELECTED TEACHER REFERENCES

Teaching Children About Technology; Scobey, Mary Margaret

Occupational Information in the Elementary Schools; Norris, Willa

The Community is the Classroom; Irwin, Martha & Russell, Wilma

Elementary Guide for Career Development; Laws, Lee

Occupational Outlook Handbook; Edition 1972-73

Yellow Pages of Learning Resources

Airplanes, How They Work; McFarland

Experiments with Light; Beeler & Branley

Fun With Wire; Leeming

Make Your Own Musical Instrument; Mandell & Wood

Creative Activities for Young Children; Osborn

Simple Machines & How They Work; Gateway

Dolls to Make; Ackley

Cardboard Carpentry; D'Amato

Do-It-In-A-Day Puppets; Adair

What Do People Do All Day; Scarry

Science for the Elementary School; Victor, Edward

Clay, Wood & Wire; Weiss, Harvey

What is a Community; Radlauer

Whose Tools are These; Radlauer

World of Workers; Bank, Ira; game workbook



King Features  
P. O. Box 9343  
Church Street Station  
New York, N. Y. 10249

"POPEYE COMICS" by Job Clusters - 30 copies in a packet for a classroom

CLUSTERS

Health Careers  
Environmental Careers  
Manufacturing Careers  
Transportation Careers  
Communications & Media Careers  
Construction Careers  
Marketing & Distribution Careers  
Agri-Business & Natural Resource Careers  
Marine Science Careers  
Public Service Careers  
Personal Service Careers  
Hospitality & Recreation Careers  
Fine Arts & Humanities Careers  
Consumer & Home-making Related Careers  
Business & Office Careers

## APPENDIX

SAMPLE COPY  
SCHOOL LETTERHEAD

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

September 29, 1973

Dear Parents,

This year your child is participating in Project LET, Learning Experiences in Technology. LET introduces your youngster to the world of work with its professions and various occupations along with the many new career developments. It provides students with interest and motivation to learn more about the world we live in. "Learn by doing" is our theme.

LET, in addition to many other things offers another method of teaching and is an integrated part of the regular curriculum. It is specifically funded by the Michigan Department of Education. Your youngster's teacher has participated in a LET summer workshop and is continuing to work with consultants and other Royal Oak teachers.

This is the third year of LET involving 105 teachers from 15 of our elementary schools.

We would like to invite you and your sixth grader to know more about our program on Monday, October 2 at 7:30 p.m. in Whittier's gymnasium. Please plan to be with us for an enjoyable and informative evening. Your presence and support will be appreciated. See you on October 2nd.

Sincerely,

(Signature)

School District of the City of Royal Oak

PROJECT LET RESOURCE QUESTIONNAIRE

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

PARENT'S NAME \_\_\_\_\_ TELEPHONE \_\_\_\_\_

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_

1. Would you or any member of your family be willing to come to your child's class and talk with the children about your work, hobby, or other activities?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Would you be willing to drive on a field trip?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Would you be willing to help in the classroom with activities (i. e., cooking, woodworking, sewing, etc.)

Yes \_\_\_\_\_ No \_\_\_\_\_

MATERIALS

4. Do you have any materials (cardboard, paper, boxes, clay, vinyl, leather, plastic, wood, styrofoam, cloth, old machinery, appliances, utensils, wire, etc.) that would be useful for a specific classroom activity that you would be willing to donate and/or loan to Project LET?

Yes \_\_\_\_\_ No \_\_\_\_\_

Do you know of any place or person from whom we can get such materials free (as scraps or discards, for example) OR inexpensively?

Yes \_\_\_\_\_ No \_\_\_\_\_

SAMPLE COPY  
SCHOOL LETTERHEAD

February 14, 1974

Mr. John Johnson  
123 Apple Lane  
Royal Oak, Michigan 48077

Dear Mr. Johnson:

This is to confirm our telephone conversation of February 12th for you to meet with Mrs. Jane Brown and her 6th grade students at Elmwood Elementary School.

Place: Elmwood Elementary School  
606 Dodge Road  
Royal Oak, Michigan 48011

Date: March 15, 1974

Time: 12:45 p.m.

Enclosed you will find a city map of Royal Oak to aid you in location of the school.

"Let" us thank you in advance for showing your interest in the youth of today which will grow up to be the "workers of tomorrow!"

Sincerely,

SAMPLE COPY  
SCHOOL LETTERHEAD

March 23, 1974

Mr. Ben Pearlman  
Food Services  
Southeast Oakland  
Vocational Education Center  
5055 Delemere  
Royal Oak, Michigan 48073

Dear Mr. Pearlman:

The experiences gained visiting classrooms like yours does much to broaden our students' awareness of the World of Work and the possibilities open to them in the future years.

Thank you very much for making this possible.

Sincerely,

School District City of Royal Oak

Project LET

PROCEDURES FOR PURCHASING MATERIALS

I. Requisitioning

- a. In the majority of situations, materials are obtained by forwarding a general requisition, or by calling the order to the Project LET Office two weeks prior to the needed date. Retain the blue requisition copy for school record.
- b. In emergency situations - Mrs. Mann, Project Coordinator, will obtain a purchase order (P.O.) from the purchasing department, followed by a requisition marked, "Confirming - 'Do not duplicate'".
- c. Supply items listed in the School District paper, art and general education order books are normally stocked by the purchasing department at 1026 N. Main. This includes such items as paper, white glue, tempera paint, shellac, sandpaper, etc. Nails and scrap lumber are also available from 1026 N. Main. If in doubt, call purchasing - 435-8400 (ext. 236).

II. Miscellaneous Supplies

Due to the "pilot" nature of the project, the following procedures are proposed as a temporary expedient to enabling project teachers to obtain miscellaneous small supplies for their classrooms.

Each principal of a Project LET school shall be allotted a fifty dollar (\$50) petty cash fund. This fund will enable teachers to purchase small items such as butter, milk, thread, etc. which are not available through the requisition procedures.

Procedure:

- a. The principal shall approve all purchases.
- b. Teachers are to return sales slips, with notation of items purchased, to the principal for a cash reimbursement.
- c. Single purchases shall not exceed \$5.00.
- d. Accounting - each school shall maintain a monthly log of all expenditures, which includes teacher's name, item purchased, date and amount. Forward the log to the Director of Vocational Education at the end of each month.
- e. Sales tax - teachers should ask the merchant if it would be

possible not to pay the sales tax.

f. When \$50.00 fund is depleted -

Forward requisition, with cash receipts attached, to the Director of Vocational Education.

Mark requisition, "Project LET", and "Forward check for the amount attached receipts". Indicate dollar amount.



# Order Form

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ I. T. U. \_\_\_\_\_

[illegible]

School District of the City of Royal Oak

PROJECT "LET"

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

Number of Units Written: \_\_\_\_\_

Title of Units Implemented: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Names of resource people utilized - include the topic discussed \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List field trips taken (include the field trips in own area)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total number of parents involved \_\_\_\_\_

Total number of occasions parents were used \_\_\_\_\_

PLEASE RETURN BY JUNE 7, 1974

May 1974  
Year-End Log (Cont.)

ADDITIONAL COMMENTS: (Please include any information which could be included in the reports to the state department.) i. e.;

Communications from parents or resource people:

Involvement of non-"Let" faculty:

General receptivity of school staff, parents, community resource people to the project:

Please use reverse side or additional sheet.

Please return by June 7, 1974